



Vision 2020:

**A Roadmap for Renewal, Innovation,
Success and Sustainability**

Institutional Effectiveness Plan

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Executive Summary

The University of the District of Columbia presents “Vision 2020: A Road Map for Renewal, Innovation, Success, and Sustainability.” The Plan builds upon ongoing reform efforts and outlines comprehensive changes to University offerings, administrative operations and policies to be implemented by 2020. These changes will foster continued institutional cohesion among the Workforce Development, Community College, Baccalaureate, Graduate and Law programs to provide seamless educational pathways for District of Columbia residents.

The Vision 2020 Plan is the result of a University-wide process that brought together more than 1,000 members of the University community, including 500 students, to evaluate the University’s goals, status and role in the District of Columbia. Polling information from the wider District of Columbia community and survey data from thousands of students, alumni, faculty, and staff provided context to the planning effort. A small core of them met for several months, culminating with a Strategic Retreat in August 2013. They developed a renewed mission, vision and core values for the University. These efforts developed a renewed mission, vision, and core values for the University during the Strategic Retreat in August 2013.

The current condition of the University’s finances, academic programs, student body, administration and relationship with the District of Columbia government and the general community shapes the specific reforms that the University will undertake to meet its vision. To do justice to its history and build positive momentum, the University must continue its efforts to align its offerings with public need, build trust with key elements of the community and evaluate its internal processes and operations. Together, respect for tradition and sensitivity to present circumstances and demands inspired the structure and content of the Vision 2020 Plan.

The University's high cost per FTE is a primary focus of the Vision 2020 Plan. The Plan makes a number of structural changes throughout the University that will address a number of the factors driving the per FTE cost. As a result, the steady growth of the University's operations, as measured on a cost per FTE basis, will be stopped and reversed. In total, the effect of cost reduction initiatives and planned Vision 2020 investments generates a net reduction in expenditures over the fiscal year 2015-2020 period of \$1,642,292. On a cost per FTE basis, considering the projected increase in FTE enrollment, the University’s operating cost will be reduced by 7.65%, from \$32,152 in fiscal year 2012 to \$29,692 in fiscal year 2020, halting and reversing the University’s steady operational cost growth.

Vision 2020 details the following goals for the University, and proposes reforms that can be undertaken to achieve them:

1. Offer effective, flexible and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century

To meet student demand and the District's economic needs, the University will offer an array of student-centered, demand-driven learning opportunities in an environment that promotes lifelong service and achievement. The University will stand out among its peers through its emphasis on online learning and out-of-classroom experiences and engagement.

The University will align its academic offerings with student demand and the economic needs of the District as reflected in the 7th District of Columbia's *Five-Year Economic Development Strategy*. Twenty-one major.... throughout the University have been selected for elimination based on their enrollment, performance and alignment with District economic goals. With the cost savings The University will invest in expanding programs with high student and employer demand over the period from 2015 to 2020, and will regularly assess each program to ensure that academic offerings as a whole remain relevant to market conditions. The composition of the University's faculty will be adjusted to ensure a more balanced distribution among all ranks as opposed to the disproportionately high number of full and associate professors currently on the faculty. This assessment will include a regularly published report on the University's contributions to the District's economic growth through workforce development.

The University will expand its online offerings so that entire programs will be offered online and will be a critical component of the University's academic experience. The University will expand its current online courses of 22 offerings: five new online courses are pending approval, and 12 more are being built for a spring 2014 launch. By 2020, the University will offer eight major courses of study at all levels, from associate to graduate, entirely online and will offer the majority of its general education requirements online. Students learning through the e-School will receive better-integrated support services from all University offices.

The University will enhance the academic programs it offers with comprehensive experiential learning opportunities and professional development support. Through experiential learning opportunities such as internships, community service, and research, University students will build upon their classroom learning through practical application. The University will also set up an experiential learning advisory group with internship providers and other sources of experiential learning opportunities.

The University will create an environment that empowers students to take advantage of the opportunities afforded them through investment in student support. The expanded scope of services offered by the University's Career and Professional Development Center, including a new Business Center, will support

student success in their out-of-classroom learning experiences. Strengthened partnerships with District employers, improved alumni tracking, and required, for-credit professional development courses will ensure that students have diverse opportunities for experiential learning and the tools necessary to succeed in that context. The University will eliminate its intercollegiate athletic program and reinvest some of those resources into wellness programming for the entire student community, reflecting its dedication to lifelong personal engagement and achievement.

Enhanced institutional aid, including the new President's Award for Scholarship and Service for exceptional District students, will add essential support for students as they work to attain their educational goals. Recognizing that a quality student body is critical to a quality institution, the Plan also sets enrollment targets for academic years 2014-20. The University will actively recruit District high school students, District transfer students, and non-traditional learners. Increased enrollment and improved retention will add nearly 700 full-time equivalent students system-wide to current enrollment.

Close engagement with the District community will further support the experiential element of a University of the District of Columbia education. Students will be encouraged to undertake civic engagement projects that take advantage of the University's location in the nation's capital. Each year, the community as a whole will select a particular social challenge to address throughout its academic works. An expanded and newly independent Continuing Education division will engage members of the District workforce at various points in their careers, and will sponsor public forums, discussions, and lectures on issues that are pressing to the District.

Through quality academic offerings in a variety of formats, community engagement and student support, the University will set an example for urban postsecondary education.

2. Create and maintain a culture of accountability and transparency in governance, administration, and operations

The University will be a united, transparent, and accessible institution that invites community feedback and continuously engages in self-evaluation. All University components will be directed under shared governance to ensure focus on the University's mission and vision.

All students within the University system will experience seamless services between campus and facility locations. The University will save scarce dollars by implementing a unified communication system based on Voice Over Internet Protocol technology. A reformed human resources system will streamline personnel management. Comprehensive e-advisory systems will be available to all students

as they manage their education. Students will be able to access information about course and service offerings conveniently.

Unified governance and educational pathways will build upon the system-wide administrative infrastructure. The Plan recommends that the Board of Trustees consider the Community College's status and its proper functioning within the University system. Academic programs at the Community College will have well-articulated pathways to programs at the Flagship, enabling students to pursue an education at the Bachelor level if they so wish without redundancy in courses.

Students and the community at large will have ample opportunity to engage in the governance of the University. Through campus-wide town hall meetings, solicited feedback from students and employees, close partnerships with community leaders and an annual budget development committee comprised of administrators, faculty, staff, and students, the united University system will remain sensitive to internal and external concerns and priorities. The University, each year, will publish standardized metrics evaluating its academic programs and post-graduation employment placement to demonstrate its dedication to meeting student and community needs.

3. Position the University as a trusted partner with District officials, business leaders, non-profit organizations, residents, and the University's faculty, staff, and alumni

The University will be an active partner in the District community through its students engaged in off-campus work and service and by inviting alumni and District employers and organizations to become involved on campus. This exchange of involvement will form a foundation for strong, lasting community ties.

The University's emphasis on experiential education will enhance the number, quality and frequency of community-based service learning projects undertaken by students. In turn, the University will maintain various points of entry into the University system, especially through the Workforce Development and Continuing Education programs. This two-way flow of students between the University and the workforce will act as a basis for relationships with employers in those sectors most likely to hire University graduates. The University will reach out to these employers, both as sources of opportunity for students and as sources of input through a new employer advisory network. These employers will not only have the chance to offer advice on University academic policy formation, but will also enjoy the transparency of an annual assessment of the University's offerings in relation to employment trends in the region. The exchange of students and information will enable the University to see what employers need, and will show employers what the University offers them.

The University will also strengthen its position in the community by encouraging higher rates of alumni engagement and through invigorated efforts to raise philanthropic fundraising. A re-established alumni affairs office will regularly communicate with alumni about on- and off-campus events and lifelong employment and professional support opportunities. The UDC Foundation, Inc., with renewed focus, will publish clear and defensible goals for philanthropic giving, and will publish the results of fundraising campaigns. The University will be transparent about the use of philanthropic gifts, so that donors see exactly how their gift helps to make the University a more innovative, engaged, and productive institution.

By soliciting feedback and offering updates on results, the University will start an ongoing conversation that will be the foundation for a sound working relationship

4. Increase nationally recognized research, scholarship, community outreach and creative goals

The University will align its priorities in programming, community outreach, and scholarly output with the needs of the District. In designing curricula, addressing its land-grant mission and supporting faculty research, the University will aim to address challenges facing urban areas and the District in particular.

To help address the shortage of qualified workers in Science, Technology, Engineering, and Mathematics (STEM) fields, the University will place special emphasis on these disciplines across programs and degree levels. The General Education Program will feature a strong STEM component, and the University will actively recruit students who have already expressed interest in these fields. The University will also establish a general associate degree in these fields that can serve as a foundation for further pursuit of a STEM discipline.

The University will support faculty members' research, outreach, and innovation in addressing the social, economic, health, and cultural needs of District residents and will consider their output in this regard as an integral component of their contributions as members of their discipline and of the University. In particular, interdisciplinary work will be encouraged. There will be clear policies on intellectual property and the return of revenue to the faculty member or department responsible for generating it. The University will also capitalize on the innovation of its faculty as a means of generating revenue by investigating the feasibility of establishing a technology transfer or commercialization.

These reforms will both support future work at the University and contribute significantly to solving pressing problems facing the District and other urban areas.

5. Create an effective, student-centered administration and healthy learning environment to ensure the University's future success

The University will offer students and employees ample and continuous opportunity to give feedback on their experiences with University administration and services through satisfaction surveys and accessible tools to comment on University operations. It will also continually work to respond to the feedback it receives.

The University's facilities will be student-friendly and will set the scene for a vibrant learning community. While the University's facilities are ready for the upcoming Middle States accreditation visit, improvement is always possible. A new internal capital projects review panel comprised of administrators, faculty, staff, students, and community representatives will evaluate and make recommendations on infrastructure projects. Facilities will serve as both a revenue source and a point of contact between the University and the community.

The University will support a responsive and accessible administration by supporting employees and evaluating internal processes. All University employees will be encouraged to complete professional development training relevant to their role within the University. Managerial roles and reporting structures will be evaluated to ensure efficiency. The number of unique job types will be reduced, and a simplified compensation philosophy will ensure that employees at all levels of experience are paid competitive market rates.

The University will also welcome third-party input in its administrative management. It will retain an outside consultant to ensure administrative efficiency, and looks forward to continued collaboration with the D.C. government. The University seeks a modified relationship with the Office of the Chief Financial Officer of the District of Columbia, however; greater independence in decision-making will support administrative efficiency and cohesion.

By modifying its administrative and physical structure, the University will make itself an accessible, supportive resource for its students and the community at large.

By prioritizing its resources as outlined in this Plan, the University will generate significant savings. The cost per full-time equivalent student will substantially decrease through 2020 and enrollment growth and inflation-based tuition enhancements will increase revenue. These changes, paired with the savings from the academic realignment and the elimination of athletic programs, will permit the University to make targeted investments. A full breakdown of the changes in revenue and expenses is outlined in the Financial Plan, found in Appendix D.

Through the Vision 2020 Plan, the University of the District of Columbia will chart a new course that creates a more accountable, effective, and sustainable higher-education system for the District of Columbia.

Goal #1

Offer effective, flexible, and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century.

Objective #1: Become one of the nation's premier public universities in experiential and online learning

In this Section:

- *Building the e-School @ the University of the District of Columbia*
- *Embracing Experiential Education*

The Vision 2020 Plan recognizes that traditional classroom, lecture-based, postsecondary education has rapidly been supplemented by new models of content delivery and alternative pedagogies. To adapt to this ever-changing environment, the University will make strategic investments in the delivery of curricula through online platforms and expanding its opportunities for students to complement their classroom learning with productive experiences.

Building the e-School @ the University of the District of Columbia

The University will broaden its online program under the Vision 2020 plan, expanding from less than two dozen individual courses offered to supplement on-campus academics, to the fully online e-School @ the University of the District of Columbia. The e-School will offer a menu of degree and certificate programs that may be completed entirely online. The Vision 2020 Plan provides the necessary resources, direction, and support to allow the University to become a leading provider of online higher education in the District of Columbia.

The University currently offers 22 online/hybrid courses with five more pending approval and 12 additional courses being built with the goal of a spring 2014 launch date. The University's online enrollment has grown by about 100 students in the past three years. Faculty training and interest has resulted in the certification of 33 faculty members to teach online or hybrid courses and 27 to build and teach.

While the number of individual courses offered online has increased, these online offerings do not include full degree or certificate programs. Current online learning enrollees are exclusively current University students who are utilizing one or more online courses for any number of reasons, from convenience to learning style preferences. By offering whole degree and certificate programs online, the University will be able to utilize the e-School as a tool for attracting new students and driving enrollment.

Offering whole academic programs online requires additional investments beyond those required to simply move a single course to online delivery. Primarily, investments must be made to offer all student services, from financial aid to disability resources to bookstore access, through an online delivery platform. The Vision 2020 Plan considers and includes these important investments.

The Vision 2020 Plan includes the following academic programs to be offered with an online-only option, as shown in Figure 1. Note that tuition rates shown in Figure 1 reflect the rate for all enrollees, regardless of resident or non-resident status.

Figure 1. Credit Hour Rate for e-School

Program Name	Level	Per Credit Hour Rate
Information Technology	Bachelor of Science	\$402.05
Computer Science	Bachelor of Science	\$402.05
Procurement Contracting	Undergraduate Certificate	\$402.05
Entrepreneurship	Undergraduate Certificate	\$402.05
Nursing	Master of Science	\$577.50
Education	Master of Education	\$842.60
Education	Graduate Certificate	4842.60
Homeland Security	Master of Science	\$730.40
Homeland Security	Graduate Certificate	4730.40
Business	Masters of Business Administration	\$1,113.20
Project Management	Graduate Certificate	\$1,113.20
Public Administration	Masters of Public Administration	\$800.25
Nonprofit Leadership	Graduate Certificate	\$800.25

The University will launch a fully online Masters of Business Administration program by 2015. There are currently a total of 355 accredited online MBA programs nationally. Tuition for these programs ranges from \$4,464 to \$135,555. Only 85 of these programs are accredited by the Association to Advance Collegiate Schools in Business (AACSB) where the average tuition is \$36,166 – more than \$10,000 higher than regionally accredited programs and more than \$20,000 higher than the average national tuition. In recognizing that accreditation level is linked to tuition – as are enrollment numbers – the University's MBA program will be pursuing accreditation at the highest level through the AACSB. As such, the University will create an online MBA that is competitive in this lucrative niche market of graduate online degrees.

A Master's in Public Administration (MPA) is the core professional degree for a management career in public service. There are currently 19 accredited online MPA programs across the country which range in tuition from \$6,097 to \$20,350. The

University will offer a fully online MPA program through the School of Business and Public Administration.

To jump-start the e-School development process, the University will expand its partnership with its current online learning vendors to leverage their support in establishing full degrees. This hybrid approach would allow the University to start quickly and achieve early online programming successes while learning from the partner's expertise.

Any expansion of academic programs, whether delivered in the classroom or online, raises accreditation considerations. The University will pay close attention to Standard 13 of the Middle States Commission on Higher Education Standards for Accreditation which states the requirements for distance learning programs. In compliance with these requirements, the e-School and its programming will be consistent with University academic requirements and underlying tenant. The courses will be tested for success regularly and held to the same integrity standards of traditional courses.

Beyond Middle States accreditation considerations, the e-School will also require authorization from any state in which the University seeks to market its online degrees. Distance learning providers must be transparent with prospective non-state resident students about their authorization status. To minimize the cost of completing the numerous state authorization requirements, the e-School will focus exclusively on Mid-Atlantic markets with reasonable authorization requirements.

The Vision 2020 Plan prescribes additional staff members to support the new e-School. Structurally, the e-School will be led by a Dean-level position and supported by an Assistant Director, Instructional Design Manager, Online Student Support Liaison, and two e-School Academic Advisers, and an Administrative Assistant. The expansion of the University existing relationship with well-established online learning vendors will fulfill marketing and recruitment efforts. For further discussion of the e-School's financial requirements see Appendix D.

Embracing Experiential Education

Under the Vision 2020 Plan, a much larger share of learning and student success will take place through experiential learning opportunities. Experiential learning, which includes internships, service learning, undergraduate research, co-operative learning, and similar productive activities, integrates experiences both past and present in the curriculum as students learn by doing and learn how to make integrative cognitive connections. It is a philosophy of education whereby learners construct new knowledge through engaged involvement and reflection in what is being studied.

The University has some history of experiential pedagogy across several departments and units, with faculty and students reporting rich opportunities for engaged and reflective learning. The University utilizes an experiential approach in the School of Law and nursing clinical requirements. For example, School of Law students and faculty provided approximately 100,000 hours of legal services during 2011-12 on behalf of District residents. All first-year students provide 40 hours of community service to non-profit public interest groups, the judiciary, or federal and local government. All students perform a minimum of 700 hours of faculty-supervised representation of low-income District residents through the School of Law's nationally-recognized clinical programs.

Other faculty members have engaged students through study abroad, civic engagement, undergraduate research, problem-based learning, service learning, and internships. A small number of University students have participated in The Washington Center Internship Seminar programs, which have been a core dimension of their academic experience.

Going forward, the University will offer the opportunity for groups of students to design and embark on civic-engagement projects as co-curricular activities. These projects will be developed jointly by the various academic units and the Office of Student Affairs, with a focus on the unique location of the University in the nation's capital. Small funding amounts from existing budgets will be made available to conduct these projects.

As institutions across the country integrate experiential pedagogy as a core of their academic mission, the University is poised to build upon its past practice and expand transformative engaged learning opportunities for students.¹

Objective #2: Align educational offerings across the University to respond to student interests and the District of Columbia's economic priorities

In this Section:

- *Academic Program Consolidation*
- *The Schools and Colleges under Vision 2020*
- *Faculty Realignment*

As an institution of research and higher learning, the University of the District of Columbia's first obligation is to offer high-quality education. The University will restructure key components of the institution critical to student and institutional greatness. These include a reorganization of current university academic offerings

¹See Elon University, California State University, Monterey Bay, The Citadel, Portland State University, Southern University at New Orleans, Furman University, Suffolk University, Texas Christian University, and University of Pikeville.

and an assessment of the University's Community College. Vision 2020 proposes to better align academic offerings with the demonstrated high-growth industries that will require a significant workforce influx in the coming years. It will discontinue programs with limited demand and use these resources to invest heavily in programs that will educate the future workforce needed in the District and the nation. Through these changes outlined below, the University of the District of Columbia will ultimately become one of the nation's premier public universities.

Academic Program Consolidation

The Vision 2020 Plan sets forth significant academic changes that will improve the quality of all program offerings to include the achievement of better learning outcomes, higher graduation and retention rates, and more gainfully employed graduates.

The Academic Plan, summarized herein (see Appendix A for the complete Academic Plan), was developed by the Division of Academic Affairs, most notably the former provost, the current interim provost, the chief executive officer of the Community College, and the deans of all schools and colleges of the University. Two Faculty Senate representatives were regular participants in the Vision 2020 work group last spring and intermittently during the summer.

The University seeks to become a model higher education system which includes workforce development opportunities, a community college, and comprehensive undergraduate, graduate, and professional programs offered across a broad array of disciplines. All components of the University will be connected by a seamless pathway for students.

Under this structure, the Vision 2020 Plan seeks to achieve the following:

- Align offerings in workforce, Community College, and Flagship programs to establish well-defined pathways to baccalaureate, graduate, and professional degrees.
- Engage students in courses of study at all levels that combine opportunities for broad liberal education in the arts and sciences with strong pre-professional education.
- Seek the highest level of accreditation for all eligible professional programs to ensure that all programs are current and cutting-edge, and attain Middle States reaffirmation of accreditation in 2016.
- Improve teaching and learning by utilizing research from learning sciences and educational psychology that informs best practices. Seek to incorporate experiential learning in all curricula to facilitate students' mastery of concepts, development of critical thinking, and analytical reasoning abilities.
- Partner with the District government, business, and non-profit sectors in conducting research, providing outreach, and graduating students who are

- prepared to solve pressing urban issues in the District and the greater metropolitan area.
- Significantly increase enrollment across all levels (workforce to graduate/professional).
- Develop new sustainable revenue sources.

Guidelines Used for Evaluating Academic Programs

In reviewing current academic offerings, the Deans and faculty were asked to carefully consider a standard set of criteria. From each school and college at the University, each program was measured against the following factors. The factors were not ranked and no one factor or subset of factors dictated the decision-making process:

- Degree of alignment with the University’s mission
- Demonstrated capacity to attract sufficient enrollment
- Success in retaining students and conferring degrees
- Capacity to build on current curricular and faculty strengths to become distinctive high-quality offerings
- Ability to provide instructional delivery options such as face-to-face, blended, and online courses
- Alignment with District of Columbia economic priorities and high-demand professions:
 - Government Service (local and federal)
 - Health, Education (PK-12 and higher education)
 - Technology and Engineering
 - Hospitality
 - Business and Retail
- Contribution to the University’s liberal arts education core
- Recent enrollment and graduation rate
- Average class size
- Existing professional accreditation
- Faculty accomplishments and expertise
- Effective use of technology
- Use of assessment to improve teaching-learning
- Additional resources needed to ensure currency and value

Each program was evaluated holistically and the following possibilities were considered:

- Retaining the major
- Reducing the major to a minor
- Reducing the major to a concentration
- Offering parts of the major as a certificate or limited number of course offerings

- Eliminating the major

For all options except elimination there was discussion of the number and type of faculty the adjusted offering required across the following categories: (1) number or percentage of permanent or tenured/tenure-track faculty; (2) number/percentage of visiting and/or adjunct faculty. Recommendations regarding the need for curriculum revitalization, new instructional space, and improvement of pedagogy were also discussed. The results of this analysis and decision making process are shown in Figure 2.

Figure 2.Major Course of Study Recommended for Discontinuation

Major	Action	Establish as a Minor	Establish as a Concentration with a Major	Offer as Foundational Coursework	Annual Average # Majors (09-12)	Three year total number of degrees (10-12)	Average number of degrees per year (10-12)	Fall 2013 Headcount (Majors)	Degrees Awarded (12-13)
Graphic Communication Technology (AAS)	Eliminate		AA in Graphic Communications		23	0	0	16	6
Sociology (BA)	Eliminate		Criminal Justice	X	40	57	19.00	31	17
Mass Media (BA)	Eliminate		English and New Media	X	98	55	18.33	90	13
Graphic Design (BA)	Eliminate		Art and English and New Media		20	9	3.00	34	3
Physics (BS)	Eliminate			X	6	1	0.33	4	1
Studio Art (BFA)	Eliminate			X	1	1	0.33	0	0
Math Statistics (MS)	Eliminate				6	4	1.33	10	2
History (BA)	Eliminate			X	19	12	4.00	20	6
Elem. Ed. (BA)	Eliminate				35	9	3.00	4	5
Special Ed. (BA)	Eliminate		Endorsement in Spec. Ed. attached to all graduate-level Ed. Programs		18	6	2.00	6	2
Special Ed. (MA)	Eliminate		Endorsement in Spec. Ed. attached to all graduate-level Ed. programs		3	6	2.00	1	0
Marketing (BBA)	Eliminate		Bachelors in Business Mgt.		29	21	7.00	23	8
Finance (BBA)	Eliminate		Bachelors in Business Mgt.		38	35	11.67	27	5
Procurement and Public Contracting (BBA)	Eliminate				22	20	6.67	15	5
Economics (BA)	Eliminate			x	31	38	12.67	23	5
Management Information Systems (BBA)	Eliminate		Bachelors in Business Mgt.		39	24	8.00	35	4
Electrical Engineering (Acc. MS)	Suspend (pending cohort of 15)				3	1	0.33	7	2
Nutrition (Food Science) (BS)	Eliminate (Food Science option)				38 *	12	4.00	45	11
Environmental Sci. (General) (BS)	Eliminate	X			9	1	0.33	15	1
Environmental Sci. (Water Resources) (BS)	Eliminate				5		0	0	0
Environmental Sci. (Urban Sustain.) (BS)	Eliminate							3	0

In addition to the decisions made regarding majors, there was also an attempt to review faculty workloads to identify efficiencies based on the establishment of optimal class size, scheduling of classes based on the number of majors and where they are in their respective programs, and making course assignment adjustments for under-loaded faculty.

The University will continually evaluate the relevance, productivity, and economic value of its academic programs to ensure that its offerings remain current and supportive of District workforce needs. The provost will work with the deans, the Career and Professional Development Center, and members of the faculty to create standardized metrics that evaluate academic output, program rigor, and connections to employment opportunities. The results of this evaluation, along with a summary of the methodology used for evaluation, will be published each spring. This report will be a resource to help the community understand the economic contributions made by the University and to maintain the University's awareness of workforce needs.

Faculty Realignment

A comparison of the sizes of peer institutions' faculty and student bodies with those of the University of the District of Columbia indicates that the University's faculty distribution between associate, assistant professors, and full professors is out of alignment. At peer institutions, the median percentage of the faculty who hold full professor positions is 21.4%. At the University, it is 36.1%, or nearly 70% higher than its peer institutions. When compared with current enrollments, there are 48.9 full-time equivalent students for every full professor at the University, while the mean ratio for the peer group is 187.9 FTE students per full professor and the median is 116.9 students. The Vision 2020 Plan will address this through the filling of faculty vacancies with junior-level faculty as opposed to senior-level faculty.

The Schools and Colleges under Vision 2020

The University's five Schools and Colleges will be substantially altered under the Vision 2020 Plan. While the basic mission and focus of each unit will remain the same, the type, scope, and delivery of the academic programs within each respective unit will be fundamentally modified to improve student retention, achievement, and success.

College of Arts and Sciences

In keeping with the institution's mission, the College of Arts and Sciences seeks to address issues of knowledge, opportunity, and access that affect the welfare of individuals, families, and communities. The College is positioning itself as a leader

in the delivery of contemporary and interdisciplinary liberal arts programming that supports acquisition of a broad, integrated, and applicable base of knowledge and skills by all University undergraduates; develops a generation of adaptable experts prepared to address the professional, economic, and social realities of the 21st century; and supports the comprehensive and applied professional preparation of educators, human services professionals, social scientists, scientists, and creative artists.

Under the Vision 2020 Plan, the College will create bridges between the University and community to support the educational, health, employment, socio-cultural, and socio-economic needs of city residents; enhance professional training opportunities and academic outcomes for Arts and Sciences students; and align educational offerings with the economic interests and drivers of the District to ensure seamless employment pathways for its graduates.

After completing the program review, evaluation, and decision-making process described above, the College of Arts and Sciences recommended the following programs for discontinuation as independent major courses of study:

- BS Physics
- MS Math Statistics
- BA History
- BA Elementary Education
- BA Special Education
- MA Special Education
- BA Sociology
- BA Mass Media
- BA Graphic Design
- BFA Studio Art

In addition to program discontinuations, the College of Arts and Sciences will pursue new major courses of study during the Vision 2020 Plan, including majors in Adult Education (MA), Integrated Elementary and Special Education (MA), Interdisciplinary Humanities (BA), English and New Media, and Interdisciplinary Applied Science and Math (PSM). The College of Arts and Sciences will also offer concentrations in: Sociology, Content Journalism, Arts Management, Literature and Literary Studies, Media Production and Management, Creative Writing, Technical Writing, and Special Education; and a certificate in Actuarial Sciences. Full details of the College of Arts and Sciences program changes are contained in Figure 3.

Figure 3. Academic Retained & Proposed Offerings: *College of Arts & Sciences*

2014	2015	2016	2017	2019
<p>Majors</p> <ul style="list-style-type: none"> - Biology (BS) Chemistry (BS) - Early Childhood Education (BA) - Math (BS) - Political Science & Global Studies (BA) - English (and New Media) (BA) - Music (BM) - Art (BFA) - Psychology (BS) - Human Development (BA) - Social Work (BSW) - Justice Studies (BS) - Homeland Security (MS) - School Counseling (MS) - Rehabilitation Counseling (MS) - MAT (See content areas listed below) - Early Childhood (MA) - Speech Language Pathology (MS) - Cancer Biology (MS) - Rehabilitation Counseling (MS) <p>Concentrations</p> <ul style="list-style-type: none"> - Education (for secondary English, Science, Social Studies, Art, Math & Music) - Design (including Graphics) - Performance Music - Studio Art <p>Certificates</p> <ul style="list-style-type: none"> - Pre-Dentistry - Pre-Law - Pre-Med, Pharmacy 	<p>Majors</p> <ul style="list-style-type: none"> - Adult Education (MA) <p>Concentrations</p> <ul style="list-style-type: none"> - Content Journalism - Arts Management - Literature and Literacy Studies - Media Production & Management (including Graphic Design) - Creative Writing - Technical Writing - Special Education (as MA/MS Endorsement) <p>Certificates</p> <ul style="list-style-type: none"> - Actuarial Services 	<p>Majors</p> <ul style="list-style-type: none"> - Integrated Elementary & Special Education (MA) <p>Concentrations</p> <ul style="list-style-type: none"> - Applied Math 	<p>Majors</p> <ul style="list-style-type: none"> - Interdisciplinary Humanities (BA) <p>Concentrations</p> <ul style="list-style-type: none"> - Diversity Studies - Applied Linguistics 	<p>Majors</p> <ul style="list-style-type: none"> - Interdisc. Applied Science & Math (PSM)

In the last three years, the College of Arts and Sciences has acquired more than \$15 million in extramural funding focused on education, research, and creating pathways to STEM careers. From the CAS-STEM initiatives, more than 200 University students have benefited from STEM experiential learning by involvement in undergraduate research, authorship of refereed publications, and participation in national conferences.

The realignment of CAS offerings in STEM fields reflects the University's commitment to offering programs that impart immediately applicable skills relevant to workforce needs. CAS will offer programs that enable students to understand the inherent interconnectedness of STEM disciplines and to challenge the traditional conceptual model that artificially separates them. By 2019, the University will offer a newly devised program in Interdisciplinary Applied Science and Mathematics. The new program will focus on the application of methods, knowledge, and modes of thinking characteristic of various STEM disciplines. Importantly, it will institutionalize cohesion and unity in the study of STEM disciplines at the University. This re-examination of disciplinary and conceptual barriers will offer University students and faculty a wider range of outlets for knowledge and discovery and will advance the conceptualization of STEM disciplines in general.

College of Arts and Sciences faculty continue to lead in their respective research and scholarship areas by publishing prolifically in peer-reviewed journals, creating original works of scholarships, including excellent contributions from the University's fine arts faculty, and authoring books. For example, over the last five years, the faculty has published more than 100 peer-reviewed articles, more than 15 books, and presented at more than 150 national and international conferences. In addition, College of Arts and Sciences faculty members hold national and international patents that carry promise of technology transfer and commercial visibility. Under Vision 2020, the College of Arts and Science will enhance its scholarship and research efforts to build on this strong foundation.

School of Business and Public Administration

The School of Business and Public Administration is dedicated to supporting its students in the pursuit of excellence. Recent high school graduates and working professionals alike enjoy the support of an institution that is small enough to attend to their personal needs and achievement but is large enough to take full advantage of the opportunities afforded by the University's unique position in the nation's capital. The SBPA encourages its students and faculty to apply their skills and knowledge to the urban challenges specific to the District, and to envision how solutions devised can be applied elsewhere. In line with its mission to offer high-quality opportunities for learning and engagement, the SBPA will seek accreditation from the Association to Advance Collegiate Schools of Business

(AACSB) and Network of Schools of Public Policy, Affairs, and Administration (NASPAA) in 2016 in addition to its current accreditation by Accreditation Council for Business Schools and Programs (ACBSP).

Recognizing the importance of broad understanding and perspective in problem-solving and innovation, the SBPA will eliminate its individual BBA programs in Marketing, Finance, and Management Information Systems. The material covered in these programs will be brought together under a single generic BBA in Business Management program and students will be able to concentrate within the program on specific areas such as finance, marketing and management information systems. To focus its investments in high-demand programs, the SBPA will eliminate its BA Economics program. These changes will ensure that the SBPA offers programs that are relevant and strike a balance between comprehensiveness and focus.

Figure 4. Academic Retained & Proposed Offerings: *School of Business & Public Administration*

2014	2015	2016	2017
<p>Majors</p> <ul style="list-style-type: none"> - Accounting (BBA) - Business Management (BBA) - Business Administration (MBA) - Public Administration (MPA) <p>Concentrations</p> <ul style="list-style-type: none"> - Finance - Marketing - Management Information Systems <p>Certificates</p> <ul style="list-style-type: none"> - Procurement & Public Contracting 	<p>Majors</p> <ul style="list-style-type: none"> - Hospitality Management & Tourism (BA) <p>Certificates</p> <ul style="list-style-type: none"> - Procurement & Public Contracting 	<p>Majors</p> <ul style="list-style-type: none"> - Consumer Services & Sales (online) - Human Resources Management (on-line) - MBA (online) <p>Certificates</p> <ul style="list-style-type: none"> - Project Management - Management Information Systems (online) 	<p>Majors</p> <ul style="list-style-type: none"> - Real Estate (online) - MPA (online) <p>Certificates</p> <ul style="list-style-type: none"> - International Accounting

School of Engineering and Applied Sciences

The School of Engineering and Applied Sciences (SEAS) prepares professionals and leaders who are committed to making their communities, countries, and world a better place. The School of Engineering and Applied Sciences curriculum is very much aligned with the University mission of producing graduates who are competitive for 21st-century workforce.

The School of Engineering and Applied Sciences curriculum has three basic values: technological and scientific competence, balance between theory and practice, and consideration of the societal and holistic aspects of engineering. The School's

academic programs are of high quality and are in compliance with Accreditation Board of Engineering and Technology (ABET) accreditation curricular prescription.

Given the current comprehensive set of School of Engineering and Applied Sciences academic programs, no new major courses of study will be initiated until the accreditation of existing ABET-approved programs is reaffirmed and enrollment targets for the School’s programs are met. In addition, under Vision 2020, the School of Engineering and Applied Sciences will not offer the Accelerated Masters of Science in Electrical Engineering until a cohort of 15 entering students is recruited and enrolled.

Figure 5. Academic Retained & Proposed Offerings: *School of Engineering & Applied Sciences*

2014	2015	2016	2017
<p>Majors</p> <ul style="list-style-type: none"> - Civil Engineering (Bach) - Mechanical Engineering (Bach) - Electrical Engineering (Bach) - Info Technology (Bach) - Computer Science (Bach) - Computer Science Accelerated Masters <p>Concentrations</p> <ul style="list-style-type: none"> - Energy <p>Certificates</p> <ul style="list-style-type: none"> - Energy 	<p>Majors</p> <ul style="list-style-type: none"> - Reopen Electrical Engineering Masters - Biomedical Engineering (Bach) - Architectural Engineering—joint with Architecture Program (Bach) - Computer Science & Engineering (Ph.D.) - Masters in CE/ME <p>Minors</p> <ul style="list-style-type: none"> - Information Technology <p>Certificates</p> <ul style="list-style-type: none"> - Cyber Security - Transportation Engineering 	<p>Majors</p> <ul style="list-style-type: none"> - Interdisciplinary programs of Dual MS/MBA with SBPA <p>Concentrations</p> <ul style="list-style-type: none"> - Product Design 	<p>Majors</p> <ul style="list-style-type: none"> - Integrated Computer Science & Healthcare Program <p>Certificates</p> <ul style="list-style-type: none"> - Supply Chain Engineering

College of Agriculture, Urban Sustainability and Environmental Sciences

The College of Agriculture, Urban Sustainability, and Environmental Science is responsible for leading the University’s efforts to fulfill its tripartite federal land-grant mission of teaching, research, and extension. The University’s location in an entirely urban jurisdiction means CAUSES has a unique opportunity address specifically urban challenges through land-grant programming. In doing so, CAUSES is able to offer students a rich, active learning experience that utilizes the social, cultural, and natural environment of the District of Columbia as an applied learning laboratory.

Within the College, land-grant programs are carried out through five centers: (1)

Center for Urban Agriculture and Gardening Education; (2) Center for Sustainable Development and its Water Resources Research Institute; (3) Center for Nutrition, Diet, and Health and its Institute of Gerontology; (4) Center for 4-Hand Youth Development; (5) Architectural Research Institute.

In 2012, CAUSES implemented a comprehensive restructuring process to create research-based community education programs. The Vision 2020 Plan will further this restructuring by discontinuing major courses of study as determined under the evaluation, analysis, and decision-making framework identified in the Vision 2020 process. The major courses of study recommended for discontinuation are:

- BS Nutrition – Food Science Option
- BS Environmental Science – Water Resources Concentration
- BS Environmental Science – Urban Sustainability Concentration
- BS Environmental Science – General

In addition to these discontinuations, the College will make several other programmatic adjustments over the course of the Vision 2020 Plan, as shown in Figure 6.

Figure 6. Academic Retained & Proposed Offerings: *College of Agriculture, Urban Sustainability & Environmental Sciences*

2014	2015	2017
<p>Majors</p> <ul style="list-style-type: none"> - Architecture & Community Development (BArch) - Architecture & Community Development (MArch) - Nursing (RN--BSN) - Water Resources Management (PSM) - Nutrition & Dietetics (BS) - Nutrition & Dietetics (MS) <p>Certificates</p> <ul style="list-style-type: none"> - Environmental Impact Assessment - Environmental Project Management 	<p>Majors</p> <ul style="list-style-type: none"> - Urban Public Health (BS) - Nursing (BS) - Nursing & Health Management (MSN) <p>Minors</p> <ul style="list-style-type: none"> - Environmental Sciences <p>Concentrations</p> <ul style="list-style-type: none"> - Exercise Sciences (Public Health Education) <p>Certificates</p> <ul style="list-style-type: none"> - Low Impact Development 	<p>Majors</p> <ul style="list-style-type: none"> - Integrated Computer Science & Healthcare - Environmental Studies (BA)

The Community College

The Vision 2020 Plan makes significant recommendations about the future direction of the Community College. Programmatically, however, the Community College will continue to offer 22 academic degree programs, with the exception of Graphic Design and Graphics Communication Technology, which will be merged into one new major renamed Communications Design and will no longer be offered

as stand-alone major courses of study. For an extended discussion of the changes proposed for the Community College under the Vision 2020 Plan, see page 31.

David A. Clarke School of Law

The David A. Clarke School of Law is committed to training lawyers who have the knowledge, skills, and practical experience required for admission to the bar, and effective and responsible participation in the legal profession. The School of Law trains its students to understand the role of lawyers in society, and their responsibility to use their legal training to ensure justice and help resolve society's most pressing issues. Recognized as a Historically Black Graduate Institution, the School of Law is committed to opening the legal profession to groups under-represented at the bar and trains its students to value diversity and interact effectively with individuals from a range of racial, social, economic, and ethnic backgrounds.

The Vision 2020 Plan does not propose any adjustments to the School of Law's Juris Doctor or Master of Laws with concentration in Clinical Education, Social Justice and Systems Change. The School of Law, however, will explore the creation of online legal education opportunities in conjunction with the Vision 2020 online learning initiatives and within the guidelines of the American Bar Association.

Objective #3: Build a student-centered learning environment that develops career-ready, civically engaged individuals, and enlightened leaders

In this Section:

- *Intercollegiate Athletics Phase-out*
- *The Case for On-Campus Housing*
- *Presidential Scholars*

The University of the District of Columbia will create an environment and a culture that maximizes potential while encouraging and supporting student success. Improvements to both the programmatic and physical aspects of the University will create an environment that is conducive to learning, collaboration, and overall well-being – characteristics critical to student success. These changes to the University will include a phase-out of intercollegiate athletics, increased professional development opportunities, the establishment of a scholarship program for high-achieving students, and the exploration of on-campus housing.

Intercollegiate Athletics Phase-out

The intercollegiate athletics phase-out comes after careful consideration of the expenses associated with intercollegiate athletics compared to its benefits for students and impact on campus life. In light of the University's budget constraints,

its efforts to invest judiciously in opportunities for the student body, and the relatively small proportion of the student body that benefits from investment in intercollegiate athletics, Vision 2020 deems elimination as the best course of action to advance the University's goals and support its overall institutional strength. The University at this time cannot afford to invest such financial resources in so few students for an intensive, short-term competition experience. The difficult decision to eliminate athletics is the result of a simple ordering of the University's priorities in light of its limited resources.

Given the cost, the few number of District resident student athletes, and the inability of Community College students to participate, the Vision 2020 Plan eliminates the University's intercollegiate athletics program. Of the 105 student-athletes at the University, seven are District of Columbia residents. An additional 22 student-athletes are from the District metropolitan area, with the remaining 76 student-athletes from a different country of origin (36) or from parts of the country outside the metropolitan area (40).

The cost of the athletics program at the University is stark, given current budget constraints. The FY13 intercollegiate athletics program has a total cost of \$4,099,720, including institutional aid of \$1,571,835, and salaries, benefits, and non-personnel costs (travel, supplies, etc.) of \$2,527,885. Factoring student athletics fee revenue, auxiliary revenue from the athletics facility, student-athlete federal grants, and student-athlete out-of-pocket contributions, the total FY13 revenue for the athletics program was \$1,136,652.

NCAA Division II institutions without football programs such as University of the District of Columbia report median negative net generated revenue of \$3.3 million, and receive institutional support at a median value of \$3.2 million. For each additional dollar that a Division II institution spends on its athletic program, it generates 20 cents to 60 cents in revenue.² The more such institutions spend, the more net revenue falls. Additional investment in athletics at Division II institutions does not result in higher alumni giving, and has no apparent influence on an institution's average incoming SAT scores or admissions rate.³ As the Division II revenues and expenses report stated, "without the benefit of sizable ticket sales, large alumni bases for donations and the luxury of sharing in men's post-season basketball distributions and conference television revenues, all of which are present in many Division I schools, it remains difficult for Division II members to be self-supporting."⁴

² Jonathan M. Orszag and Peter R. Orszag, "Empirical Effects of Division II Intercollegiate Athletics," National Collegiate Athletic Association, June 2005.

³ *Id.*, pg. 16.

⁴ Daniel L. Fulks, "Revenues & Expenses: NCAA Division II Intercollegiate Athletics Report, 2004-2011," National Collegiate Athletics Association, June 2012.

A study that runs counter to the NCAA Revenues and Expenses Division II Report, 2004-2011, cited above, is the January 2008 *NCAA Division II Values Study*. The aim of the study and subsequent report was to assess the benefits of the partial scholarship model unique to Division II relative to the investments in athletics made by Division II institutions. The study considers athletic scholarship recipients at eighteen Division II institutions, and focuses particularly on the impact of scholarship recipients – data about walk-on athletes or those who do not receive aid are not considered.

The 2008 *NCAA Division II Values Study* is informative for what it discusses. The scope of its discussion and examination is limited, however. The study draws on a sample of eighteen institutions for its original survey work, and its discussion concentrates on athletic scholarship recipients, not all student-athletes. The NCAA-wide financial data it draws upon is from only one financial year, 2005. The limited temporal and numerical scope of the Values Study's data renders its applicability limited.

The Vision 2020 plan placed emphasis on the “NCAA Revenues and Expenses Division II Report, 2004-2011,” because it is more comprehensive and more recent, having been published in 2012. All Division II members were required to submit data to the NCAA on their revenues and expenses from the financial years 2004 to 2011. As compared with the 2008 Values Study, this study considers information from far more institutions and surveys financial data from a seven-year period. Furthermore, it considers institutions' total investments – facilities, equipment, personnel, aid, transportation, insurance, etc. – in their Division II participation for scholarship recipients and non-recipients alike. All terms and metrics used in the study are clearly defined and justified at the outset of the report.⁵ The Revenues and Expenses Report is more comprehensive, more methodologically sound and transparent, and more recent than the Values Study. Simply put, the Revenue and Expenses Report offers higher-quality, more useful information.

The Vision 2020 Plan does recognize that the Department Intercollegiate Athletics helps the University serve its students and prepare them for fulfilling, successful lives is good health. For example, hundreds of students, staff and community residents flow through the Sports Complex weekly, to play pick-up basketball, utilize the weight room, pool, and the tennis courts. In addition, recently 25 individuals participated in the aerobics classes and 130 students and staff participated in intramural soccer and basketball during the 2012-13 academic year. In addition to maintaining and securing the athletics facilities for these programs, Department of Intercollegiate Athletics staff conducted clinics for over 100 area youths during the last academic year in soccer, basketball, volleyball, and lacrosse.

⁵ Daniel L. Fulks, “Revenues & Expenses: NCAA Division II Intercollegiate Athletics Report, 2004-2011,” National Collegiate Athletic Association,” June 2012: 7-10.

Finally, students from the Flagship and Community College make up the Firebird cheerleading squad.

Recognizing the current successes of intercollegiate in offering campus-wide programming, this Plan presents the opportunity to quickly scale up and expand these types of activities through the redistribution of resources currently allocated to the Department of Intercollegiate Athletics. A substantial amount of existing funding made available for intercollegiate athletics will be used to support a campus-wide wellness program (including intramural sports for all students), while the remaining cost savings will be directed at other University priorities. In making this choice, the University will withdraw from intercollegiate competition and focus on ensuring students, employees, and the wider University community will have well-resourced, easily accessible opportunities to participate in health and wellness programming.

Figure 7. Athletics Cost and Revenue chart

Cost	FY13 Actual	FY14 Estimate
Salary	\$1,627,965	\$1,676,804
Benefits	\$393,991	\$393,991
Non-Personnel (Supply, Travel, etc.)	\$505,929	\$505,929
Institutional Aid	\$1,571,835	\$1,396,944
Total	\$4,099,720	\$3,973,667
Revenue		
Student Out-of-Pocket Contribution	\$63,229	\$445,219
Student Federal Grant	\$198,423	\$194,800
Auxiliary Revenue from Athletics Facility	\$125,074	\$125,0074
Revenue from other Athletics activities	\$90,077	\$90,077
Student Athletics Fee Revenue	\$750,000	\$750,000
Total	\$1,226,803	\$1,605,169
Net Cost		
Cost	\$4,099,720	\$3,924,828
Revenue	\$1,136,652	\$1,515,019
Net Cost	\$2,963,068	\$2,409,810

The Case for On-Campus Housing

The Vision 2020 Plan recommends that the University develop on-campus housing facilities to support recruitment, retention, and completion efforts, as well as offering students interested in a residential postsecondary experience the option to enjoy that option at the University. Under Vision 2020, the University would add up to 300 beds to the current 150 beds it maintains within the Van Ness community, for a total of 450 beds. Even at this level, however, the University would firmly remain a commuter-based campus.

Historically, providing student housing has been viewed as an essential function of traditional four-year institutions. According to one study, approximately 23 percent of the country's 1,250 community, junior and technical colleges maintain student dorms on campus.⁶ The role and significance of on-campus housing is far deeper than that of just bricks and mortar. Housing creates a learning community that positively results in a changed learning environment for its students, and simultaneously creates a place for students to bond with one another and the University. It is about a fundamental change in what the University of the District of Columbia can become. Ultimately, housing would provide an exponentially beneficial aspect to learning that far outweighs any challenge or drawback.

The academic benefits of housing are of critical importance to the University. While many factors influence a student's level of academic engagement, the single most important environmental factor identified in previous research is living on campus in a residence hall.⁷ Research has documented that students living on campus are more likely than those living off campus to interact with faculty, participate in extracurricular activities, and use institutional resources.⁸ Therefore, living on campus in a residence hall is a factor in increased student academic engagement and retention.

Additionally, evidence suggests that racial minorities who live on campus may benefit from the campus living environment far more than their white counterparts because they tend to be more concerned about being academically integrated, interact with faculty more frequently, and are generally more involved in institutional activities. Most importantly, racial minorities who live on campus tend to have higher grade point averages, on average, than those who do not. A lower grade-point average is associated with a longer time to graduate, which in turn is associated with greater college debt and lower average salaries.⁹ Given the importance of first-year success, it is imperative to consider all the factors that help to produce better grades, especially for students of color, who tend to have lower

⁶ Stevens, Angela. "Two-Year Colleges' Homey Little Secret (Cover Story)." *Community College Week* 11.12 (1999): 6. Academic Search Premier. Web. 10 Oct. 2013.

⁷ Astin (1984).

⁸ Astin, (1984); Chickering, (1971, 1974); Pascarella (1994).

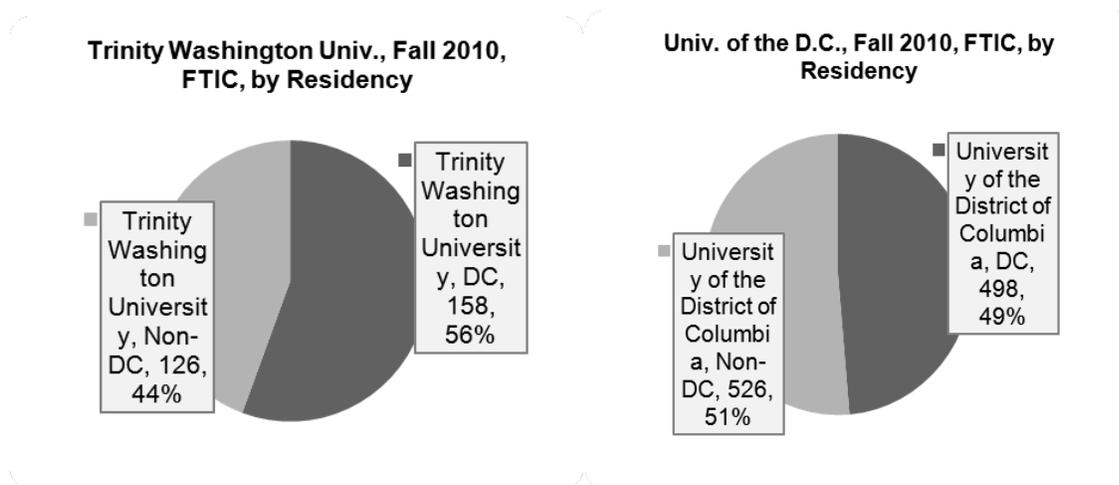
⁹ Cohen-Schotanus et al., (2006), Price, (2004).

grades and take longer to graduate¹⁰. For these students, the role of college residence should not be overlooked or taken lightly.

The financial benefits of providing housing are also clear. Students who live off campus indicated that they pay an average of \$825 per month per student, plus an additional \$122 per month per student in utilities, for a total average cost of \$947 per month. Once transportation costs are factored in, on-campus housing (at an estimated \$1,040 a month) is either cost-neutral or a cost-saving option for students.

Findings suggest that the University’s housing capture rate of approximately 6% is significantly lower than the 40 percent identified at institutions where University applicants also applied. This places the institution at a clear competitive disadvantage versus these competitors. For example, as shown in Figure 8, Trinity University Washington’s entering first time in college cohorts have a higher percentage of District residents than the University of the District of Columbia and still maintains a robust housing program. Should the University offer housing, it could capture a larger market share of these individuals, thus boosting enrollment.

Figure 8. Comparison of First Time Enrollment of District Residents



The greatest challenge the University of the District of Columbia faces is financing construction. The Office of the Chief Financial Officer of the District requires the University to demonstrate that any such construction will not affect the current debt ceiling, and that the University must provide specifics as to the construction plan.

¹⁰ Culpepper and Davenport, (2009); Kao and Thompson, (2003).

Financing Options for On-Campus Housing Construction

Public Option: District of Columbia Revenue Bonds

The District of Columbia's Revenue Bond Program provides below-market interest rate loans to non-profit and manufacturing organizations located in the District of Columbia, and to qualified for-profit businesses located in a District of Columbia Enterprise Zone. The District of Columbia government generates the program's lending funds by selling tax-exempt and taxable municipal revenue bonds to investors.

These bonds are used to finance a wide variety of projects including: health care; housing; transit and utility facilities; recreational facilities; health facilities; manufacturing, sports, convention and entertainment facilities; elementary, secondary, college, and university facilities; student loan programs; pollution control facilities; and industrial and commercial development.

Public Option: HBCU Capital Financing Program

The U.S. Department of Education's Historically Black College and University (HBCU) Capital Financing Program is a loan program that was established to provide federal assistance to facilitate low-cost capital basis for Historically Black Colleges and Universities. The loan program allows HBCUs to finance important capital projects at the lowest cost of borrowing available, which is linked directly to the rate on U.S. Treasury securities. This program guarantees repayment of debt principal through the U.S. Department of Education, with modest fees. Loans typically range from \$10 million to \$20 million, but may be larger with approval from the Department of Education.

Private Option: Non-Profit Development Models

The most common model of using public-private partnerships to pursue residence hall construction is through the establishment of non-profit entities that take ownership of the new property and assume most financial risk. Specifically, land owned by a university (or a closely affiliated organization such as a university housing foundation) is leased for a period of 20 to 40 years to a non-profit corporation, a for-profit corporation, or a governmental conduit.

The ground lease imposes a number of requirements governing the use of the land and the construction, maintenance, and operation of the student housing located on the land. Typically, the ground lessee owns the housing on the leased land and collects rent payments from the students occupying the housing units. The university then receives as ground rent most, if not all, of the net revenue from the

project that remains after payment of debt service, operating expenses and management fees.

Private Option: Third-Party Equity Financing

In a less common form of partnership, an institution leases land to a for-profit development company that then invests their own equity to fund development. Under the third-party equity financing model, institutions contract with for-profit corporations that assume financial risk using equity to fund residence hall construction. Universities typically sign long-term contracts with private developers to ensure that a developer will recover the initial investment. In past cases, these have ranged from 25 to 65 years, with various extension/renewal options. This model allows projects financed by equity to be executed faster than projects managed by foundations, with a lower impact on university balance sheets.

President's Award for Scholarship & Service (PASS)

The Vision 2020 Plan will create and fund the President's Award for Scholarship and Service (PASS) program to make merit-based awards to full-time District of Columbia entering freshmen students and maintain an even level of financial support for each recipient for their four years of attendance. The PASS program will be the University's primary merit-based institutional aid program and will be utilized to drive enrollment, enhance the scholastic profile of the institution, incentivize a high level of academic performance, and support retention and completion efforts. Success of the PASS program will reflect in a variety of metrics, from graduation to retention rates, as well as enhance the University's profile within the District of Columbia community. Students selected for a PASS award will have demonstrated academic achievement, creativity, resilience, ethical leadership, and the potential to identify and solve pressing and relevant problems. For further operational details of the PASS program, see Appendix D.

Goal #2

Create and maintain a culture of accountability and transparency in governance, administration, and operations.

Objective #1: Increase the autonomy of Community College operations and continue to transition the Community College towards independence

In this Section:

- *Next Steps for Community College Independence*
- *Linkages between the Community College, Flagship and Jobs*

The Community College under *Vision 2020*

The Community College was opened as an academic unit with the University system in 2009 and offers accessible, affordable, and high-quality programs to the residents of the District of Columbia. Associate degrees, certificates, workforce development, and lifelong learning programs are market-driven, learner-focused and encompass a wide range of disciplines.

The Community College initially included 19 associate degree programs previously offered at the Flagship and now has 22 programs after adding Fashion Merchandising, Liberal Studies, Automotive Technology, and Construction Management. When the Community College opened in the fall of 2009, enrollment was slightly over 1,779 associate degree-seeking students. As of spring 2013, enrollment for credit-bearing programs increased 61 percent to 2,933 students with large enrollments in its top three programs: Nursing, Liberal Studies and Early Childhood Education.

Since the launch of the Community College, there has been a desire to increase the operating autonomy of the College, including the future possibility of separating the Community College from the University system entirely. The Vision 2020 Plan embraces this concept and recommends the University take the appropriate, measured steps to build the Community College's capacity to operate independent of the University. However, all actions toward this end must be made in consideration with the University's 2016 accreditation review by the University's accreditor, the Middle States Commission on Higher Education, and with strict adherence to all accreditation standards.

As part of the examination of Community College independence, the University retained Attain LLC in 2012 to develop an analysis of the financial implications of the Community College's potential transition to independence. The report developed by Attain in June 2012 released the pros and cons of Community College independence:

Pros

- Devote full attention to the needs of the Community College Students
- Focus solely on the Community College mission
- Increase agility to make programmatic and organizational changes
- Increase loyalty of Community College constituencies both in fundraising and other support efforts

Cons

- Duplicating currently shared services with the Flagship is cost-prohibitive; economies of scale not possible
- Further fragments the District's public higher education system; will be the University, Tuition Assistance Grant Program, and the Community College
- Increases compliance risk to the District with multiple offices overseeing higher education compliance regulations
- Increased administrative costs to achieve this model; do not directly support academic teaching service levels to students

Ultimately, the Attain report identified three options for the Community College: (1) The Community College as an independent entity; (2) a University system model, with an umbrella organization over a separately accredited Flagship, community college and law school; or (3) a shared services model, continuing the current structure. The Vision 2020 Plan urges the Board of Trustees to consider one of the aforementioned choices. As the University prepares for the Middle States visits, however, it must demonstrate that the Community College is part of the University system and meets the fourteen standards that the University is expected to meet.

The Path to Independence for the Community College

In November 2012, the Middle States Commission on Higher Education approved the University's application for Branch Campus status for the Community College program. The University does not propose seeking any additional changes to its accreditation status with respect to the autonomy of the Community College before the Middle States Commission on Higher Education's accreditation visit in 2016. However, critical steps will be taken in the interim to prepare the Community College for greater autonomy and eventual independence during the interim.

Having achieved Branch Campus status for the Community College, there is now a two-step process for the Community College to achieve separate accreditation. The college must develop the capacity to be recognized by Middle States as separately

accreditable. In order to be recognized as such, the Branch Campus must demonstrate that it:

- Under governing body policy, substantial financial and administrative independence from the home institution, including matters related to personnel
- Has a full-time chief administrative officer
- Has been empowered, under governing body policy, to initiate and sustain its own academic programs
- Has degree-granting authority in the state or jurisdiction where it is located

Though the Community College has a Chief Executive Officer who reports directly to the University president, fulfilling the full-time chief administrative officer requirement above, the college does not yet fulfill the other requirements.

This Plan recommends that the Board of Trustees directs a process to implement the next steps in becoming separately creditable. Those next steps in the process are:

- Identify additional capacity needed at the Community College to demonstrate substantial financial and administrative independence from the University
- Develop a funding plan for the costs associated with developing such capacity
- Develop and implement governing policies to ensure that capacity

Once these actions are complete, the Community College would seek recognition from Middle States separately creditable. Once recognized, the Community College will then apply for separate accreditation. To achieve each level of accreditation status, significant interaction with Middle States will be required.¹¹

A critical next step in the path to an independent community college is to establish the structure necessary to implement these steps. In particular, an appointed Community College advisory board should be created that reports to the University Board of Trustees. The Community College advisory board would guide and oversee the progress of the Community College in bringing forward the necessary recommendations for the University President and Board of Trustees to act upon.

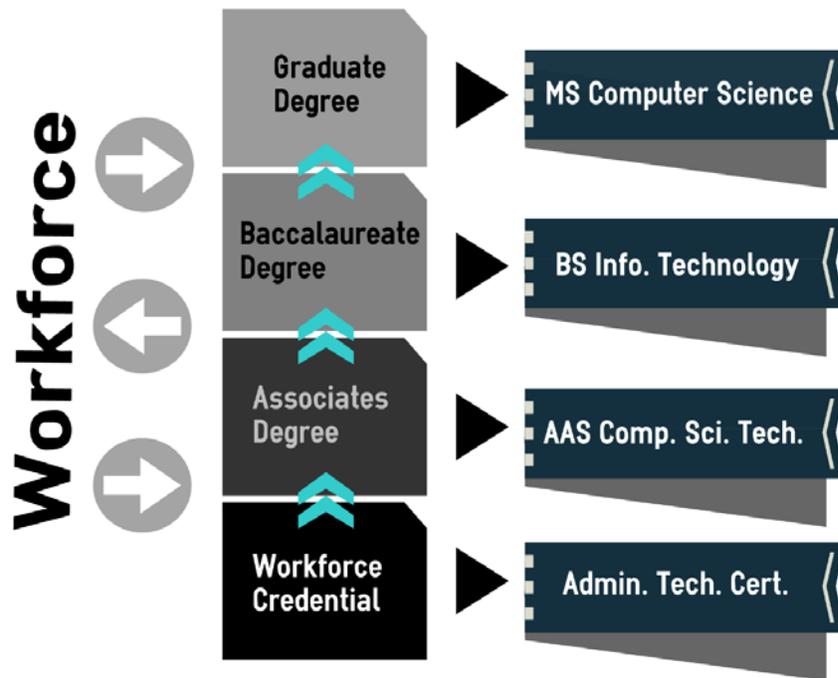
Focused efforts will be made in this interim period to assure that all requirements for the 2016 visit are met by the Flagship and the Community College Branch Campus. This approach will not be inconsistent with the Branch Campus status, nor with the path to independence for the Community College.

Strengthening Pathways between the Community College and the Flagship

¹¹ Transition Plan for an Independent D.C. Community College: A Report by the University of the District of Columbia Community College Transition to Independence Advisory Board, September 2012.

While the Vision 2020 Plan does contemplate the eventual independent accreditation of the Community College as part of the University system, it is critical on the path to and beyond independent accreditation, that opportunities exist for direct articulation between Community College and Flagship baccalaureate programs. A clear pathway from a workforce credential or continuing education program to more advanced levels of postsecondary education will enhance the District of Columbia’s pipeline, contributing to the personal and economic growth of District residents. These “stackable” programs will allow students to begin and continue courses of study with a workforce credential, which could then be used as a base for an associate degree, and that degree and knowledge could be applied to a bachelor’s degree in that course of study, and so on. Figure 9 provides an example of the computer science pathway from a workforce credential (Certificate in Administration Technology) all the way to a graduate degree (Masters of Science in Computer Science), while exiting the pathway to the workforce at any point along the continuum.

Figure 9. Pathways from Workforce Credential to Degree Programs



The Vision 2020 Plan makes two recommendations to improve articulation between Community College and Flagship programs. First, the University will offer special incentives for Community College students to continue their matriculation at the Flagship, including the opportunity to take a specified number of post-associate level courses at Community College tuition rates. Second, a set of common general education requirements, with minor exceptions, will be established for both Community College transfer and Flagship major courses of study. There will be no

question as to whether a student’s general education requirements will transfer should he or she choose to continue with the University beyond the Community College.

The Community College has strengthened its ties to the public K-12 education system in the District of Columbia in an effort to ensure that more students are instilled with a college culture before they arrive and are better prepared to be successful as they proceed toward degree completion.

Figure 10. Academic Programs and Career Pathways



* = Areas will include one or more professional accreditations

Objective #2: Sustain the University's system of shared governance and improve communication with all University constituencies

In this Section:

- *The University in the Community*
- *The Campus-Community Task Force*

The University in the Community

As part of the Vision 2020 planning process, the University contracted with a professional polling firm to conduct a random sample survey of District of Columbia residents to learn their attitudes and opinions about the University. The results showed a deep divide across geographic and racial lines. For example, among blacks 86 percent approve of the job the University is doing and only 11 percent disapprove. However, among whites 41 percent approve and 43 percent disapprove. In the city's four eastern wards (5,6,7,8) that include the racially mixed community of Capitol Hill, 74 percent approve and 17 percent disapprove. In the city's four western wards (1,2,3,4) 39 percent approve and 45 percent disapprove. In the city's two far eastern wards (7, 8), 78 percent approve and 11 percent disapprove, and rate the University with an extraordinary favorable rating of 94 percent and an unfavorable rating of 2 percent. In the city's two far western wards (3,4), 42 percent approve and 29 percent disapprove.

The findings of the District of Columbia community survey clearly show that the University must do a better job of conveying its value and successes to all members of the District of Columbia community. More must be done to more effectively present its offerings and communicating a core message, it can change the negative impressions encompassed in the survey. On a more positive note, the overall appeal of the University's academic programs transcends race, educational background, and income categories. Through a variety of marketing and outreach efforts, Vision 2020 will effectively communicate its strengthened programs and seamless pathways as detailed in this Plan to attract additional students, and improve its overall standing and image.

The Campus-Community Task Force

In 2010 the University completed its first approved Campus Master Planning process. The 18-month-long endeavor culminated with the identification of goals and objectives specific to physical space at the Van Ness campus. Equally as important and ultimately linked to the successful growth and vitality of the University is the relationship it has with District residents. As a result of the planning process, the University agreed to create an eight member Community Task Force. In collaboration with Advisory Neighborhood Commission 3F, several

local community groups, and the Zoning Commission of the District of Columbia, the University identified representatives from multiple areas of interest. Representatives from these areas are brought together on a quarterly basis to have open communication regarding campus planning, student conduct, traffic and parking, construction activities, and related issues. The meetings are open to the public and minutes are recorded.

Initially, these meetings focused on the specific issues related to the master plan and proposed construction efforts. The meetings have evolved to become an opportunity for both sides to express concerns, discuss ways to enhance the relationship, and exchange information. The dialog often focuses on how the partnership can improve our community and ultimately our city. As the University starts to implement the recommendation outlined in the Vision 2020 Plan, the Community Task Force is considered to be an essential part of that implementation process. The changes identified in the plan will affect how District residents interact with the University. The courses offered, access to recreational amenities as well as the enrollment growth plan all have an impact on our neighbors. The task force is seen as a way to solicit feedback on how well the University is supporting community needs. Vision 2020 will continue to rely on the task force as one of several lines of communication with District residents to ensure the University's programs and services are responsive to the needs of the District. The task force will also continue to be utilized as an opportunity to receive open and honest input on areas the University can continue to improve. The Vision 2020 Plan lays the groundwork for the University to become a relevant and essential member of the District. The exchange of ideas, open communication, and critical feedback provided by the task force has and will continue to serve as a fundamental component of that transition.

Objective #3: Engage in honest, open dialogue with all members of the University community on a regular basis to determine academic, financial, and resource priorities

In this Section:

- *Feedback from the University's Internal Community*
- *Annual Budget Development Committee*

Feedback from the University's Internal Community

In the summer of 2013, a consulting firm was commissioned to collect and analyze internal survey data related to the strategic planning efforts of the University. The research design included a survey that was administered to samples from four different University populations: alumni, faculty, staff, and students. More than 1,000 stakeholders were asked a variety of questions relating to the University's operations, programs, strengths and weaknesses.

The survey revealed that most respondents consider the University's affordability, location, and diversity to be its strongest assets. However, the University must improve its image and branding, as well as attract and retain a stronger pool of students. Key to this, according to respondents, is pursuing stronger relationships with the business community.

Considering these findings, under the Vision 2020 Plan, the University will pursue several goals to establish markedly stronger ties to the business community in the District. These include a restructuring of the institution's curriculum to better align its students with high-need workforce areas after graduation; the establishment of employer advisory boards to maintain the relevancy of curricula; and the creation of formal industry partnerships to provide experiential learning opportunities.

Similarly, the respondents identified numerous institutional factors that they believed required improvement by the University to ensure student success. The main factors are enhancements to the University's information technology infrastructure, flexible class scheduling, and a stronger student services infrastructure. The Vision 2020 Plan provides improvements in the University's operations to provide a more seamless experience for all University stakeholders. The Plan will update its communication infrastructure, while ensuring a smooth pathway between the various degree programs offered by the University.

The Vision 2020 Plan addresses the concerns raised by the survey respondents and will address these issues to create a stronger University. In doing so, the University will drastically improve the opportunity for student success both during and after their time at the University.

Annual Budget Development Committee

The President and the Chief Financial Officer of the University will assemble a Budget Development Committee with members from all major functional areas within the University. First and foremost, the development of the budget must reflect the strategic directions approved by the Board of Trustees. A clearly defined process with timelines will be established to ensure effective communication and transparency of the budget development process. During this process, the Vision 2020 Plan will have the Office of the Chief Financial Officer (OCFO) budget teamwork closely with the new Budget Development Committee at every step described below.

Vision 2020 will require a multi-step budgeting process, beginning with revenue projections from the OCFO and the Committee, based on realistic enrollment projections and the mayor's Maximum Allowed Request Ceiling (MARC) on local

appropriation. The revenue projections will then be built into a preliminary development budget by the OCFO budget team and departments, who will then develop:

- PS cost projection based on the current personnel list;
- Fixed cost projections based on historic spending and inflation estimate;
- NPS spending projections based on historic spending and inflation estimate; and
- Cost estimate for new initiatives.

Adjustments to the preliminary budget will ensure the alignment of budget allocation to the University strategic directions. A review of the adjusted budget with each department, with feedback promptly reported to the committee, will then occur. The budget will then be finalized by Budget Development Committee, at which point it is submitted to the Board of Trustees for approval. Once approved, the Budget is sent to OCFO for submission to the Mayor and, in turn, to the Council of the District of Columbia.

Goal #3

Position the University to be a trusted partner with business and non-profit leaders, residents, and public officials

Objective #1: Increase the University's focus on equity, social justice, and equality for District of Columbia residents in today's changing society

In this Section:

- *Health and Wellness Initiative*
- *Expanded Service Learning Opportunities*
- *How Workforce Development Works*

As a public land-grant university, the University of the District of Columbia has a responsibility to use its resources and institutional capacity to address the needs and concerns of its community. Accordingly, the University will use a variety of points of contact to meet the demonstrated social and economic needs of the District and to engage with both individuals and groups. The University will embrace its unique position as a community of scholars and students to offer services and support that the District critically needs through an expanded health and wellness program, focused campus-wide community service initiatives, and workforce development programs in critical industries. The University's culture of innovation and service will ensure that these initiatives will be the foundation for long-term, close partnership with members of the District community.

The Health and Wellness Initiative

Vision 2020 offers the University an opportunity to rethink its health and wellness initiatives. The University is evaluating spending in this area and plans to leverage additional resources on behalf of the entire student body. The University will use a portion of the money saved by eliminating intercollegiate teams to invest in fitness, nutrition, and wellness programming for the entire student body.

Currently, 21.9% of adults in the District of Columbia are obese and 17.2% are physically inactive. Barring a change in current activity and health habits, the obesity rate in the District is projected to jump between 15% and 20% by 2030.¹² The University can lead the charge in the nation's capital to stem the growth of the obesity epidemic.

To address this issue, the University will invest in programming that will offer fitness classes, intramural sports teams, nutrition classes, and other wellness

¹² Jeffrey Levi et al. "F as in Fat: How Obesity Threatens America's Future 2013," Trust for America's Health and the Robert Wood Johnson Foundation, August 2013.

resources to all students. These opportunities will be available to all members of the University community, no matter where they study or whether they are in credit or non-credit courses. This initiative would answer a longstanding desire by students at the Community College to be more involved in University functions and also promote physical activity among students, faculty, and staff. The wellness program will build community identity for the University and build a foundation for a healthier District of Columbia.

The new Health and Wellness Center will empower individuals to control and care for their health and quality of life, by bringing together lifestyle changes with intramural athletic opportunities.

Initial campus engagement for the first phase of the health and wellness program will include University participation in branding or naming the program and curriculum infusion (first-year experience, nutrition, and physical education courses). Among the numerous resources available to help educational and workplace organizations implement a wellness program, the University has signed up to participate in free a wellness training and technical support program offered through the Centers for Disease Control.

Currently, in the Division of Student Affairs, decentralized services are offered through the offices of the Disability Resource Center, Health Services, Counseling, and Student Development. Health and wellness are infused into the health, physical education, nutrition, and dietetics curriculum. Currently, in spite of being a commuter campus, the University offers clinical long-term counseling and health services and provides services to students who, primarily, have no other access to health care. As such, services focus more on treatment rather than prevention.

The proposed health and wellness program would retain the functionality of the departments described above but consolidate them under a single executive director who would coordinate the concept of wellness and health management through counseling, disability services, health services, and intramural and recreational activities. For financial implications, see Appendix D.

Expanded Service Learning Opportunities

The Vision 2020 Plan proposes that the University establish a system-wide community service challenge each academic year. The challenge will have a broad theme that will be voted on by a panel consisting of students, faculty, and administration. The University will provide activities throughout the year to promote community engagement, and thereby establish a stronger sense of University pride and community.

In addition to the annual service challenge, Vision 2020 Plan will increase the number, quality, and frequency of community-based service-learning opportunities

for students at all levels. Moreover, a critical component of experiential learning will be to develop strong relationships with community interest groups, social justice advocates, and public policy think tanks to collaborate on addressing a wide array District of Columbia challenges.

How Workforce Development Works

The Workforce Development and Lifelong Learning (WDLL) division has operated in various forms within the D.C. government for many years; however, once the division was moved into the Community College in 2009, many changes took place and new data were tracked.

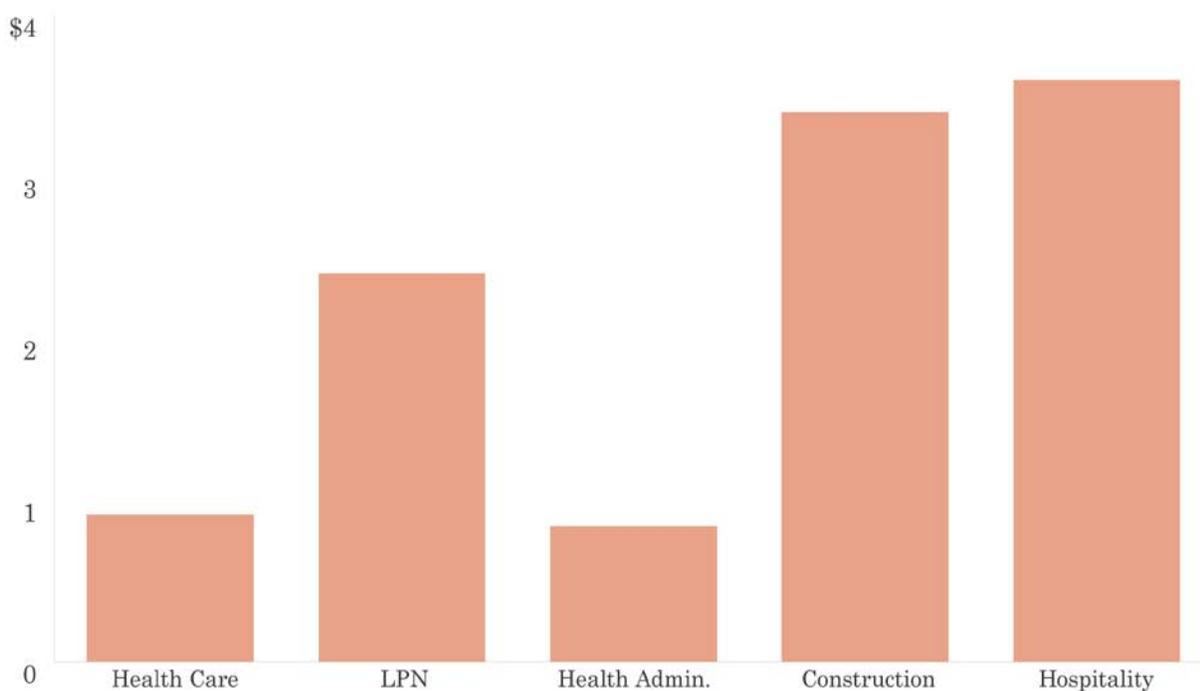
As of August 10, 2013, nearly 3,000 people were enrolled in workforce training. A third of District residents participating were 20 to 29 years old. Forty-one percent of the total were between the ages of 30 and 50, and the vast majority of students were unemployed or working part time. Sixty-four percent of students came from Wards 7 and 8.

Vision 2020 will further support WDLL's recent emphasis on moving District residents receiving workforce training to courses of study in five career pathway sectors, including nursing and allied health, construction, administrative/technical, transportation, and hospitality. These areas closely align with Figure 11 showing the economic sections primed for growth as identified in the *Five-Year Economic Development Strategy for the District of Columbia*. Vision 2020 increases the potential pathways for residents who are unemployed or underemployed. Individuals re-engage with the educational system at no cost through certification or licensure programs and, if they so choose, continue their studies seamlessly into degree programs within the University.

Career Pathways is a workforce development strategy that has been adopted at the federal, state, and local levels in order to increase education, training, and learning opportunities for America's current and emerging workforce. Over the past few years, the WDLL division has seen significant economic gains from students who have studied in the program.

Of students who studied from Fall 2009 to December 2011, 43 percent had earnings gains in the two quarters following program completion. Those gains averaged \$10,671 and resulted in a total of \$13.5 million. The chart below shows the rise in salaries (thousands) after program completion. Further, 12 % of students who did not have earnings before the program showed earnings in the two quarters after studying in the workforce program.

Figure 11. Workforce Development Program: Avg. Earnings Increase of Persons with Earnings, in thousands, from 2010 to the second quarter of 2012



Note: Analysis of data from the WDLL student data management systems combined with data from state unemployment insurance quarterly wage reports from DC, MD, VA, WV, PA.

Objective #2: Establish strong bilateral relationships with government, business, non-profit, and private employers

In this Section:

- *Employers' Views on the University*
- *Enhancing Career and Professional Development Opportunities*
- *Growing the Role of Continuing Education*

Employers' Views on the University

As part of the Vision 2020 planning process, the University retained a business consultant to conduct one-on-one interviews with regional business and public sector leaders to better the University position and the position of its graduates in the employment marketplace. Over the course of three months, 74 individuals from 44 different organizations in sectors ranging from hospitality to construction to health care provided their feedback. While the results were generally critical of the institution, the study provides key insights for the University.

A stark finding of the report is the University's lack of connection with the business community, especially the lack of valuable internship programs established with government agencies or businesses. Perceptions of the University can be negative; many employers expressed the opinion that past graduates from the University didn't have necessary skills to perform their duties. While many employers expressed a willingness and desire to work with the University, their major complaint was that the University has done too little to build relationships with the private sector. Of the business and civic leaders interviewed, none had a positive outlook on the institution, while nearly two-thirds said they had a negative outlook, or that the school did not register on their radar.

It is clear the University must reach out to the District's business community to begin building relationships with employers to facilitate the creation of programs to better help students gain employment, and to dispel the institution's accompanying negative reputation. The study also noted that the University must also re-examine its academic structure and explore the creation of programs that help students develop skills necessary to make them attractive to employers post-college.

As part of the Vision 2020 Plan the University will establish numerous pathways to strengthen students' employability and establish relationships with District employers. Chief among these activities will be establishing employer advisory boards to further facilitate an ongoing relationship with business leaders to maintain currency of curricula and establish industry partnerships. Similar to the College of the University of William and Mary in Virginia, the boards will invite business leaders and former alumni to steer the University in positive directions to increase student employability.

Additionally, the University will maintain strong lines of communication with businesses regarding industry trends to maintain the relevancy of the University's curriculum. In doing so it will increase the skill sets of its students as desired by employers, and will further cement its relationships with these partners. The Vision 2020 Plan will establish, maintain and strengthen ties to the District business community and improve the practicability of the University's curriculum, ultimately enhancing students' postgraduate employment prospects.

Enhancing Career and Professional Development Opportunities

Directly linking education to job prospects — still taboo among some longtime educators — is of paramount importance to students and their parents. And so it must take center stage among universities that want to remain competitive. Strong career services attract students and help to retain them through graduation.¹³ Furthermore, the Obama administration has set forward a plan to make

¹³ Feldman, R. S., (2005). *Improving the First Year of College*, Research and Practice, Lawrence Erlbaum Associates, New Jersey

institutions of higher education accountable for the value of postsecondary education to both students and the United States economy.¹⁴ Students' career and financial prospects are increasingly critical to both University prestige and soon, federal funding. Marketable degree programs at the University must be supported by extensive career counseling services to maximize positive outcomes. All of these factors support the Vision 2020 plan's emphasis on delivering career-ready graduates.

Increasingly, students and parents are deciding whether a college education is worth the investment. This is an important consideration for families to make as the cost of higher education continues to grow and student debt looms large for recent graduates who are either under- or unemployed. However, the bottom line remains: The long-term financial and professional advantages of a post-secondary degree far outweigh the short-term uncertainty associated with college costs and employment prospects. The Census Bureau's data from 2012 show that on average, full-time workers 25 years and older who are high school graduates earn about \$29,000 a year while workers with bachelor's degrees make around \$50,000, and those with professional degrees average around \$90,000.¹⁵

Currently, the Flagship has a career services director and a career counselor. Similarly, the Community College has its own director of career services. The office at the Flagship offers these services to students and alumni: resumes and cover letters, job search strategies, interview preparation, exploring majors, career exploration, deciding on a major, networking skills, special programming, on-campus interviewing and information session, online job database, and applying to graduate schools.

Under the Vision 2020 Plan, the University will work with local service organizations within the District of Columbia and the greater metropolitan area to raise awareness of additional opportunities for students to get involved with service-based experiences.

The University's unique location in the District affords it an important opportunity to have access to a diverse set of organizations, both local and national, to collaborate with on unique challenges facing the District of Columbia. Through on-campus seminars, extramural research, and career development opportunities, the University will establish new and maintain existing relationships as leverage to solve these problems and raise the visibility and profile of the University.

Each spring, the University will conduct an evaluation of the University's programs' alignment with District of Columbia, regional, and national employment trends.

¹⁴ Scott Jaschik, "Obama's Ratings for Higher Ed," *Inside Higher Ed*. 22 Aug 2013. <http://www.insidehighered.com/news/2013/08/22/president-obama-proposes-link-student-aid-new-ratings-colleges>

¹⁵ <http://www.washingtonpost.com/blogs/wonkblog/files/2013/08/education5.jpg>

Such work will be conducted in conjunction with employers, public and private-sector partners including the District's Workforce Investment Council, and the government of the District of Columbia. This report will be made available on the University's website for public review. Any recommendations or comments contained therein will be promptly explored for implementation in the future.

Career Services near-term objectives:

- Establish clear and strong professional development on campus. Establishing a Career Center on par with the recent changes to the business school will be critical to strong professional development on campus. Ideally, the new Business Center should have a small conference room that could seat 20 to 40 and private interview rooms equipped with appropriate technology for sharing information.
- Offer College/School-specific career services. Some of our most successful neighbor universities, the University of Maryland at College Park and George Washington University, use the liaison model. It includes a centralized career center, centralized Employer Development and Relations Team, and career services focused on the needs of a specific college or school.
- Establish stronger employer development and relations. To further facilitate an ongoing relationship with business leaders, the University should establish an Employer Advisory Board, using The College of William & Mary in Virginia as a model. Such a board would invite business leaders and former alumni to help steer the center in the right direction, providing regular input into programs, keeping the University's pulse on the latest in industry trends, and building new ambassadors for the University.
- Establish required, for-credit, career-development classes. Many successful career services departments begin formal contact with students during their first year. The Career Services Director recommends adding classes on career and professional development as part of the General Education requirements starting freshman year.
- Create a strong system for career tracking. Given that the average age of a University of the District of Columbia student is 30 years old, a unique opportunity for expanding the employer pool exists. Many of the enrolled students have work experience. As such, the University has an organic in-house employment network unlike those at other undergraduate institutions.

Growing the Role of Continuing Education

Under the Vision 2020 Plan, Continuing Education will expand its programming and offer a range of certificate and degree options that are stackable within degree programs. It will be a resource for those who wish to take their lives in new

directions and will provide students with the opportunity to select the program that best suits their needs for professional advancement. The Continuing Education program at the University will provide innovative and flexible education pathways for a diverse population of adult learners to positively transform their professional credentials and their lives.

The programs will be designed with the specific needs of working adults in mind, with a particular emphasis on:

- **Convenience:** Through evening, weekend and online options
- **Practicality:** Through real-world knowledge that can be applied immediately on the job
- **Relevancy:** Through content taught by University professors in touch with the latest developments in the field

To ensure that the University provides the highest-quality education possible, a working group will be established in partnership with corresponding University departments. The working group will review content, guide design, and recommend updates to ensure the program remains current as the field of study evolves. Though the program offerings will be diverse, they will be unified by the University's mission to offer affordable and effective undergraduate, graduate, professional, and workplace learning opportunities, and thus produce a diverse generation of competitive, civically engaged scholars and leaders.

In order to quickly implement a robust Continuing Education program, the University will explore forming a strategic partnership with an established provider within the sector. A partnership with such an organization would allow the University to reduce its start-up costs by utilizing a partner's existing delivery platforms, while retaining control over quality. Through the use of lectures, seminars, and off-campus events, the University will connect its students to world leaders and subject matter experts on matters of public concern. Furthermore, the unique location of the University in the nation's capital affords it a special opportunity to have numerous and wide-ranging events occurring on a weekly basis. It will leverage its relationships with the District and the federal government to ensure a steady stream of intellectual discourse between students and public figures.

Continuing Education will become a distinct division that works throughout the entire University system. It will offer classes at various locations throughout the University system, with a concentration of offerings at the Van Ness campus. Streamlined administrative processes will improve convenience for students and the division's ability to adjust its offerings to new market demands.

Augmenting the existing program with proper, though relatively modest, investments in staff, programming, marketing, and facilities will raise the

University's profile and establish a foundation for long-term growth. Developing the Continuing Education division will take place in three phases:

- *Phase I (1-2 years)* will focus on immediate reforms and established offerings to lay the groundwork for future growth.
- *Phase II (3-5 years)* will develop programs customized to the professional development and continuing education needs of specific industries.
- *Phase III (5 years onward)* will sustain the program through ongoing research on market demands and possibilities.

As Phases II and III are contingent upon the outcomes of Phase I, the immediate measures covered in Phase I are most germane to the University's current renewal. Phase I will focus on offering continuing education programs that can be offered immediately given that proper materials are purchased and proper instructors are hired. The number of Continuing Education units conferred will depend on the particular class in question, and every class will have open enrollment. Only classes that turn a profit or are revenue-neutral will begin. While a broad range of programs will be ready immediately, program priorities during Phase I will include:

- Certified Addiction Counseling
- C-Tech Cabling
- Paralegal
- Cyber-security
- Direct Service Professionals
- Building Manager Certifications
- Disaster Recovery
- Accent Reduction
- Computer Repair
- Emergency Medical Technician
- Board of Elections Training
- Department of Public Works/Department of Human Resource
- Foundational Skills

The Continuing Education division will meet with the deans of each school within the University to develop certificate program possibilities and to form a working group to implement program goals. Certificate programs will be developed in core growth areas such as urban sustainability, health, engineering and applied sciences, art, management, and urban education. The division will work with the Learning Resources Network (LERN), an association of lifelong learning programming, to form a long-term program-development plan. The Continuing Education division will also collaborate with District employers to offer tailored Continuing Education units to fulfill workers' professional development requirements. In year two of Phase I, the Continuing Education division will develop credential-based programming based on the input of working groups in the following areas:

- Leadership, management, and professional development
- Computer Training
- Customized/Industry-specific training
- Personal Interest
- Lifelong Learning Institute
- Foreign Language Training/ESL
- Professional Certifications (in health, education, public safety, engineering, etc.)
- Veterans' Academy
- Human Resources
- Procurement

The Continuing Education division has the potential to offer a broad, adaptable, and relevant range of programs to members of the District community and workforce. By building on current offerings through the Community College Continuing Education division, building partnerships with employers, collaborating with academic leaders in the University, and constantly researching new areas of demand, the Continuing Education division will quickly begin to generate revenue and meet public demand.

The Continuing Education division will improve outreach and marketing efforts to make employers and workers aware of the University's offerings. The division will target employees of the District government, the federal government, D.C. Public Schools, and various private entities that contract with the District. The Continuing Education division will build partnerships with targeted employers that will in turn support its capacity to reach the broader community. Through targeted outreach, Continuing Education will become yet another point of contact between the University and the public.

To reach this goal, the Continuing Education division will undertake a multifaceted outreach and marketing approach that will include:

- A user-friendly, informative Continuing Education home page
- Paper and electronic catalog materials for targeted dissemination
- A consolidated mailing list of University community members
- Promotion of EdCafe as an online commons for continuing education and enrichment for the community
- Conventional advertising media including print and electronic target advertisements

For further information on the Continuing Education financial needs, see Appendix D.

Objective #3: Raise philanthropic giving goals as part of an effort to diversify revenue sources

In this Section:

- *Recent Results of Advancement Activities*
- *Goal Setting and Transparency*
- *Improving Alumni Connections*

Advancement Activities

The University of the District of Columbia Foundation Inc., a 501(c)(3) non-profit, currently serves as the philanthropic fundraising arm of the University. The foundation has been reinvigorated in recent months through reorganization of resources and a renewed focus on the entity's fundamental value to the institution. This is critical so that proceeds of gifts can go toward the improvement of University services, facilities and the student experience. Yet, without further attention to the current structure of the Foundation, the University will remain unable to take advantage of its realistic, but ambitious, fundraising goals.

Coordinated development efforts within the institution will better position it to collaborate with outside foundations and corporate responsibility programs. For example, major philanthropic foundations are open to frank, honest, and serious discussions about investments in education. Moreover, the Foundation will seek to develop an alumni employment network to utilize the University's existing alumni network and support post-graduation employment. With a demonstrated willingness to do all that is necessary to implement this Vision 2020 Plan and its concomitant reforms, the University system can exert an outsized influence on education. The Foundation will work to establish strong philanthropic goals that it will seek to meet each year. These goals will be publicly available.

The Vision 2020 Plan for increased advancement activity begins on a firm foundation. Over the past five years, non-governmental funding grew from a low of \$227,800 in fiscal year ending 2009, to a high of \$4,721,546 in 2010 (which includes the Hilda Mason estate gift). In total the University raised \$9,671,138 over this review period (includes the David A. Clarke School of Law and Community College), averaging \$1,934,227 annually. Fundraising efforts conducted in conjunction with the University's 2011 - 2012 160th Anniversary celebration demonstrated what could be accomplished with limited staffing — the advancement office raised over \$1,000,000 with the University's opening and closing galas. The Vision 2020 Plan recognizes that investments placed in University and Foundation fundraising will pay high dividends.

Goal Setting and Transparency

Under Vision 2020, the University's Foundation will articulate and publicize fundraising goals for each year. At the start of each academic year, a committee of representatives from the Foundation, administration, faculty, staff, and student body will discuss and decide upon the University's fundraising needs and targets for that year. They will produce for dissemination a digest of the aspects of the University that would most benefit from philanthropic giving and a clear articulation of the proportion of the total philanthropic goal that will go toward each aspect. The greater student body and any interested community members will have the opportunity to comment at town hall-style meetings before the adoption and implementation of the year's fundraising campaign.

The University's students will be encouraged to take center stage in the University's fundraising efforts. While staff at the Foundation will keep the year's campaign on target and organize events, potential donors will be most interested in how their gift improves the quality of life and breadth of opportunities available to the students. The best way to demonstrate the impact that a potential philanthropic gift would make is to show whom it would help. The University's students know their needs and experience better than anyone else, and thus are the University's best ambassadors for articulating fundraising goals and objectives. They will be instrumental in both establishing fundraising priorities and justifying them to the public. Donors will know where their money is going, and why it is going there, because the beneficiaries themselves will tell them.

Improving Alumni Connections

Despite having half of the University's alumni live and work in the District, just under 12% of them are active in the University's National Alumni Society. It indicates that the University has considerable untapped potential in the area of alumni giving and support. The University can invite greater alumni participation by offering opportunities for alumni to connect with each other and with current students.

As the University builds relationships with the community, it will strive to reconnect with alumni in a long-term and mutually beneficial fashion. Interactions with students both on campus and in the workplace will increase alumni's sense of personal investment in the University and drive alumni involvement. By facilitating personal connections, the University will foster an environment in which alumni can see for themselves the work that the University does and how their efforts and support can advance that work.

Goal #4

Increase nationally recognized research, scholarship, and creative activities.

Objective #1: Grow opportunities for increased student participation in disciplines related to Science, Technology, Engineering, and Mathematics (STEM)

In this Section:

- *The STEM Focus*

The 21st-century workforce and the District of Columbia expectations for the University as an academic center for its workforce require further focus and investment in STEM education.

The STEM Focus

The Provost, Deans and faculty members will ensure that all University students are exposed to Science, Technology, Engineering, and Mathematics (STEM) disciplines. Each major course of study will feature courses that incorporate methods, skills, and modes of thinking relevant to STEM fields. Students versed in the skills and perspectives of STEM disciplines will be exceptionally well prepared for the 21st-century workplace.

As part of a broader effort to recruit students from District high schools, the University will focus on students at elementary and secondary schools that emphasize STEM fields in their curricula. University faculty in STEM fields will begin to engage students early in their academic careers, and will continue to offer opportunities for further learning and advancement as students advance through their education. Through on-site presentations and programs at District schools, visits to the University campus by students, and STEM-focused camps and programming during school breaks, the University will offer primary and secondary students the opportunity to deepen their knowledge of STEM disciplines and to better understand the work that the University does in these fields.

Community College leadership will collaborate with the Office of Academic Affairs and the School of Engineering and Applied Sciences to design a comprehensive, interdisciplinary associate degree that grounds students in the methods and modes of thinking that characterize STEM disciplines. This program will act as a foundation for further study in a STEM field at the baccalaureate and graduate levels, and will encourage students to place their own work in the broader context of STEM research and scholarship as they progress through their education.

Objective #2: Expand research and scholarship in targeted disciplines to answer pressing urban issues of the 21st century

In this Section:

- *Increasing University Scholarship and Research*

In addition to becoming a premier teaching institution, the University recognizes the invaluable contribution of applied research. The Plan ensures further investment and dedication to the promotion and encouragement of increased faculty research contributions.

Increasing University Scholarship and Research

To prepare the next generation of successful leaders, the University must also focus on expanding its research and scholarship footprint. Research leads directly to applications and discoveries that will directly benefit the people of the District and beyond, while enhancing the prestige of the University of the District of Columbia. Recognizing this, the University will actively work to transform the surrounding community for the better through applied faculty research. Through the Vision 2020 Plan, the University will offer opportunities and pathways to actively encourage and nurture its faculty to pursue applied projects outside of the classroom that can help solve pressing urban issues. The University's commitment to research extends beyond the benefits it affords to the University's reputation, however. The work of the faculty's research will also enrich the teaching and learning opportunities at the University for its students across all disciplines, thereby expanding their abilities to become creative thinkers and to confront and resolve currently unsolvable challenges. The University acknowledges research as an invaluable component of its mission, and Vision 2020 takes steps to expand faculty research efforts to reflect the University's dedication and commitment.

In spite of its primary focus as a teaching institution and in the absence of a well-defined research infrastructure, University faculty and staff have amassed an impressive record of extramural participation. Across the previous five-year period, grant totals institution-wide surpassed \$93 million. The funds supported a variety of scholarly activities including traditional bench research in the STEM areas; disparities and pipeline supports and research to close minority and gender participation gaps in the Sciences, Health, and Allied Health fields; and demonstration projects to improve teaching/learning engagements in Education areas. Our extramural relationships cross the District and nation. Research partners include the Department of Defense, National Institutes of Health, National Science Foundation, Internal Revenue Service, Department of Homeland Security, Department of Education, Department of Transportation, Office of the

State Superintendent of Education (OSSE), and D.C. Department of Employment Services.

The University's faculty members are committed to the advancement of both their disciplines and their communities. Recent projects and awards demonstrate institution-wide commitment to collaborative and interdisciplinary response to issues as disparate as seat-belt safety, water quality, accessibility of STEM content, and first responder preparation. Additionally, by becoming an associate member of the Oak Ridge Associated Universities (ORAU) in 2011, the University expanded its opportunities to support the development of faculty, staff, and student researchers and facilitate collaborative relationships with other universities.

The strength of past and existing extramural relationships bodes well for the institution's future academic and community endeavors and the role external participation will play in sustaining the University financially. These outcomes depend on continued enhancements to the institution's research infrastructure and broadened definition and expectation for research university-wide. There are several opportunities with potentially broad and immediate translational impacts. They include technology transfer, adult learner pedagogy, community literacy, financial literacy, personal and community advocacy, and community health and resiliency.

The University will build strong relationships with groups and individuals who share neighborhoods with University campuses. Through partnerships on service projects, student internships, workforce development programs, and University-sponsored public discussions and events, the University will build many points of contact with local community members and will solicit input and ideas on University projects and public programming. Ongoing activities and dialogue will form a lasting working relationship between the University and the broader community.

Objective #3: Build on research of faculty and seek to commercialize existing patents, with a sharpened focus on technology transfer

In this Section:

- *Commercialization and Technology Transfer*

The University will pursue measures to incentivize and capitalize on interdisciplinary research activity within the faculty. In addition to protecting patents and intellectual property stemming from faculty research, the University will work with faculty and the private sector to use technology transfer to commercialize the innovations that result from faculty research to raise revenue and the University's profile. Collaborative research in STEM disciplines will be emphasized, as innovations in these fields are more aligned with District needs and are more likely to bring returns to faculty and the University.

Commercialization and Technology Transfer

As a public academic institution, the University uniquely offers the expertise, skills, and creativity of its faculty to the task of addressing public problems. The ideas and inventions that come from faculty research better conditions for the community, and they can be put to work advancing the University. Commercializing the work done by University faculty through technology transfer will bring greater financial resources and attention to the University and its faculty members. Technology transfer will also benefit the community at large by making innovations from University faculty more widely available and effective. Technology transfer is already practiced at other research institutions, and the University has great potential to benefit from engaging in the practice as well.

The College of Agriculture Urban Sustainability and Environmental Services and the School of Engineering and Applied Sciences hold many of the University's grants. While the total received for research is arguably modest, both schools have potential to expand their grant-funded activities, especially if the scientists in these schools work collaboratively and establish partnerships with private-sector research companies to create commercially viable products. Many universities have expanded their revenue base by working with faculty principal investigators to protect intellectual property, to patent inventions developed as a part of their research, and to facilitate the licensing of such inventions to private companies for financial arrangements that benefit both the investigator and the university.

This process is called technology transfer and was initiated in 1980 with the passage of the federal Bayh-Dole Act. The law allowed U.S. universities, teaching hospitals, and research institutes to have automatic right to take title to inventions developed with federal funding. In response, these institutions have established offices to seek patent protection on inventions and license them to existing and new businesses for business development and commercialization. Many commercialization projects have been derived from pharmaceutical creations, and universities received as much as \$1 billion in lump-sum payments. The top 20 university-initiated products yielded \$3.4 billion.

Nationwide, total tech transfer income among the 194 members of the Association of University Technology Managers (AUTM) in 2012 rose 6.8 percent to \$2.6 billion. Running royalties jumped 30.2 percent to \$1.9 billion, an indication that university discoveries are making their way to the marketplace. The University of Maryland in 2012 increased its licenses and options, start-ups, invention disclosures, patent applications, and license revenue by \$500,000 to \$1.8 million; Georgetown boosted its license revenue by \$1.7 million to \$9.8 million.

The universities most successful at technology transfers – such as Stanford and MIT (which each generate \$200 million in license revenue) – created a technology

transfer office to handle all aspects of intellectual property and funded these offices out of revenue generated. A greater number of universities spent more on technology transfer than they received in licensing revenue. Those universities would probably argue that their technology effort was far less about revenue and more about faculty-student research experience.

The University of the District of Columbia has a solid foundation for establishing itself as a center of innovation and creativity. Already a group of three professors in CAUSES and SEAS have a combined 34 patents that resulted from research from grants. The prospects of suitability for these inventions for licensing should be explored and evaluated. Given that these are inventions that are already patented, the University can expedite the realization of commercialization by establishing the appropriate policies for protecting intellectual property and establishing an informal structure for guiding the university's commercialization initiatives. Establishing a technology transfer work group for investigating the viability of University commercialization prospects would be the first step, with a \$200,000 investment necessary for legal fees and licensing.

The University will explore ways to incentivize faculty and staff to engage in research of uniquely urban challenges. The University anticipates incorporating financial, career, and other incentives as needed. The creation of these incentives will be guided by best practices from other research institutions, scholarly research, and with significant input from current University faculty and staff. Ultimately, the University will create a robust culture of collaboration that encourages and rewards boldness, imagination, and innovation.

As an urban land-grant institution, and as a public institution of higher education in the District of Columbia, the University has a duty to help improve the District. As such, the University will begin applying all of its land-grant activities toward mitigating problems and improving the welfare of the District of Columbia. While other research may be conducted as needed, the primary focus of this work will be for the benefit of the University.

To further improve the University's research footprint, it will encourage and sustain an environment of collaboration and teamwork among various academic departments. Special emphasis will be placed on projects that employ two or more academic disciplines, and that also seek to allow students to gain firsthand experience in multidisciplinary research through direct participation.

Goal #5

Create effective, student-centered institution through strategic administrative and infrastructure enhancements

Objective #1: Recruit and employ strong and effective executives, managers, faculty, and staff who act in a fair, ethical, and transparent fashion

- *The University as an Employer*
- *Evaluation and Goal Setting*

The University of the District of Columbia will build and maintain an internal infrastructure that enables it to operate in a transparent, accountable and ethical manner. To ensure success in achieving its goals, the University must be supported by sound core values, and seeks employees who are dedicated to maintaining this culture. Through adherence to these principles, the University will establish and maintain a sound foundation for the institution's future success. Key to this will be a strong University-wide commitment to maintaining a stable employment framework, including clearly articulated policies and compensation plans for University employees, and established procedures to solicit feedback from the community to maintain and better the University experience for all stakeholders.

The University as an Employer

Every action an employee takes directly impacts student satisfaction, persistence and, ultimately, success. As such, the University will maintain a culture of employment that is dedicated to efficiency, transparency, and accountability to create a high level of employee satisfaction. The operations of the University are ultimately linked to its employees, and the Vision 2020 Plan will maintain employment policies that ensure a positive, beneficial experience for all staff. The University will maintain a strong connection with its employees through a clear delineation of employee expectations, as well as concrete policies and procedures for an increase in University-wide communication and feedback. The University will also adopt a more streamlined compensation structure, with an emphasis on improving the plan's competitiveness and efficiency. The policies adopted by the Vision 2020 Plan will create a stable employment apparatus that satisfies the needs of its employees while helping propel the University forward for years to come.

As part of the Vision 2020 Plan, the University will conduct a comprehensive refresh of personnel systems and policies. Furthermore, the University will address concerns raised about the current compensation structure.

Personnel Systems and Policies

The University, through the Vision 2020 Plan, will adopt streamlined personnel policies and systems to better improve the various aspects of University employment. These policies will be clearly outlined to promote transparency and openness, and will benefit the University's employment structure as a whole. Improvements will include a transition away from a paper-based human resources system, an improved communications network for the University, and improved compensation structures. Ultimately the University will use the Vision 2020 Plan to create a more inclusive plan that takes into account the needs of its employees and responds directly to their comments and suggestions.

In doing so, the administration will better connect with the University's employees, particularly faculty members. The University's faculty members are, on average, the most established members of the institution, with almost three quarters of the faculty tenured and turnover rates of 14 percent and 16 percent in 2011 and 2012, respectively. Further, 69 percent of full-time continuing faculty were tenured in the fall of 2012. In contrast, staff members are less established: both union and non-union staff members have served less than 10 years on average, and witnessed higher turnover rates of 28 percent and 41 percent in 2011 and 2012. Such diverse perspectives on the operations and direction of the institution will guide the executive team's efforts to develop a stable management apparatus and learn from past experiences.

Compensation Structure

There are currently 19 different salary plans with 190 pay grades in use. Administrators, faculty members, and members of various unions within those categories all have different payment arrangements and benefit structures. Furthermore, these salary plans have not been updated in over five years; most salaries have been frozen without a cost-of-living adjustment, and those that have received raises did so with personal negotiation. Most of the current salary plans follow a step system, where employees receive automatic pay increases over predetermined time intervals. Only three such plans are merit-based. Such a complex array of salary plans creates needless difficulty for human resources personnel, and the specifics of many of the plans provide no incentive for exceptional performance.

In order to determine appropriate compensation levels to attract and hold highly qualified staff and faculty, the University engaged in a compensation market analysis that outlines a strategy and timeline to bring salaries and wages in line with such levels. In September 2012, Segal/Sibson was asked to conduct a market assessment of the salary rates of various jobs at the University. A university's compensation system provides its most tangible reward to employees for their performance and the contributions they make to the university's success. It is

important that the system be maintained to keep pace with inflation and the competitive market for jobs in the area, and as needed, by increasing pay rates and pay ranges appropriately over time. However, this has not happened at the University of the District of Columbia. In general, the University's pay ranges are competitive at the minimum/entry level, but become increasingly non-competitive throughout pay ranges. At the maximum of the pay range, for example, the benchmark jobs overall are 85 percent of the market average.

The reality for University hiring managers is that they must compete for talented candidates in the marketplace despite the weaknesses in University pay ranges. When competing for experienced candidates, the consequence of the relevant salary range being far below the market average is that many of the best, most seasoned candidates may refuse to come to the University. Out of necessity, offers of rank and salary may need to be inflated beyond the skill level of the candidates available. At best, this would leave the University paying a premium for entry-level skills, and at worst it would have junior-level candidates filling out senior-level positions, creating equity issues among existing employees in the same position or at the same grade.

To remedy this, and in conjunction with incentivizing appropriate professional development activities, the University has adopted a comprehensive compensation philosophy that guides the institution as it updates its compensation systems. It condenses, simplifies, and updates salary plans so that they are not only competitive in the marketplace but also operationally efficient. The plan is based upon market data provided by the College and University Professional Association for Human Resources, adjusted to reflect the difference between the D.C. metro area cost of labor, and the U.S. average. Key portions of the plan mandate that all University employees will be paid between 95 percent and 105 percent of the market average for their positions, and will be reviewed and adjusted according to the market average every three years.

Additionally, compensation for union employees is set pursuant to the dictates of the applicable collective bargaining agreements. Compensation is set for non-union employees based on approved salary ranges, augmented by an annual pool of merit/COLA funding normally set between 2 percent and 5 percent of the salary total, to be dispersed at the discretion of the respective vice president, dean, or director based on annual performance appraisal ratings in their areas of operation. The president of the University is responsible for the control and direction of the system, while the vice president of Human Resources is responsible for the consistent application of the system.

Evaluation and Goal Setting

In keeping with the institution's commitment to meet the needs of its community, the University's evaluation process must start with its students. Enhancing

students' opportunities to provide feedback on their experience, both in and out of the classroom, will provide the academic and administrative leadership with the information necessary to improve the University's operations and to maintain a student-centered academic experience. The University will work closely with the Office of Real Estate, Facilities Management and Public Safety to create a student-led Campus Beautification Advisory Board. It is recommended that business processes and projects that will enhance the appearance of campus facilities be developed. Approved projects will be implemented by volunteer members of the University community, including students, faculty, and staff.

Objective #2: Explore and implement innovative solutions to improve governance and business processes

In this Section:

- *Increased Autonomy in Financial Management*
- *Information Technology Efficiencies*
- *Administrative Infrastructure Refresh*

The University recognizes that its administrative and governance practices need examination for the changes outlined in the rest of the 2020 Plan to have optimal effect. The University aims for cohesion and transparency in its operations. This is both to ensure efficient allocation of resources – less money spent on administrative tasks is more money spent on students and the community – and to ensure comprehensible, high-quality service for students and anyone else interacting with the University. A more autonomous and simplified relationship with the District government, improved campus connectivity, and streamlined administrative and personnel management will establish the framework for an administration that supports university operations and meets student needs efficiently.

Increased Autonomy in Financial Management

The University is committed to being a good steward of its annual appropriation and enthusiastically partners with the District government to advance the District's economic and educational goals. The University has aligned many of its offerings, particularly in the area of Workforce Development, with the *District's Five Year Economic Development Strategy*. Even so, Middle States mandates that the Board retain the sole authority to decide the direction for the University. The University welcomes oversight but cannot operate like a department of District government such as the Department of Motor Vehicles. The University needs the ability to plan and budget independently in order to fulfill its mission of higher education for District residents.

One such example is the University's interaction with the Office of the Chief Financial Officer (OCFO) for the District of Columbia, which was created by

Congress to independently manage the District's finances.¹⁶ The Chief Financial Officer has the authority to place agency financial officers in each component of the District of Columbia government, including certain independent agencies such as the University. The appointed agency financial officer has a direct line report to the OCFO, serving at the pleasure of the District's chief financial officer. The University's Board of Trustees and president may confer with the District's chief financial officer about the University's operations, including the appointment of the University's agency financial officer, but do not have direct control over any of the University's financial operations.

Under this structure, three different agency financial officers have held the position at the University between July 2012 and July 2013. This has led to considerable instability in financial operations, particularly with financial reporting. The last turnover in the position occurred so shortly before the University's budget hearing before the Committee of the Whole that the University lacked the proper information to discuss the institution's budget and finances.

While the OCFO has responsibility and oversight over all District financial operations unless specifically exempted by law, the Vision 2020 Plan recommends that the University's Board of Trustees explore a modified relationship with the OCFO. The Board may seek a delegation of financial operations authority from the OCFO and enter into a comprehensive agreement with the OCFO for financial services that includes clear deliverables and accountability measures, including adherence to all laws and regulations incumbent upon the University's financial operations.

A similar arrangement existed at the Water and Sewer Administration under then chief financial officer Anthony Williams, and later under chief financial officer Natwar Ghandi. OCFO attempted not to renew the agency's authority. WASA then sought and obtained exclusion from OCFO authority by amending federal statute. Though full exclusion from OCFO authority would allow the University to independently control all financial operations, the fact that the University receives a substantial amount of appropriated funds would likely render this route non-viable.

A first step toward increased financial independence may be the conversion of the University's annual subsidy to a lump-sum operational grant against which University operations would be measured. Similar arrangements have been made in other states. Under the Vision 2020 plan, the University will seek a change in the current relationship with the Office of the Chief Financial Officer.

¹⁶ District of Columbia Financial Responsibility and Management Assistance Act of 1995 (P.L. 104-8, 109 Stat. 142).

Information Technology Efficiencies

Currently, the University contracts services for WAN connectivity and telephone services and support from DCNet, a division of the Office of the Chief Technology Officer (OCTO). The services include the operation and maintenance of a network backbone which connects the Van Ness campus with the 801 N. Capital campus and the Backus and PR Harris sites; each link of this connectivity is being provided at a different level of bandwidth based on the overall utilization needs at each site. In addition to the MPLS WAN links, DCNet also provides Avaya digital voice handsets, telephony routing, and associated call services to the Van Ness campus and Voice over Internet Protocol (VoIP) services to the Community College.

DCNet costs the University \$520,000 a year plus the cost of moves, additions, and changes. Despite the cost of DCNet services, the University continues to have significant issues with customer service and delayed requests for new installation of service. The University's Memorandum of Understanding with DCNet requires a response to requests by the next business day. However, in September and October of 2012, numerous requests were not filled for 45 days, some taking more than 90 days.

As the University works to improve its technological service offerings, the Vision 2020 Plan recommends that the University seek implementation of a unified communications system based on a robust VoIP telephone implementation. In addition to the improvement of University dial tone services, such a move would let the Office of Information Technology (OIT) develop a comprehensive WAN infrastructure allowing the University to connect all University locations into one common network.

Based on the current rates and service offered by DCNet, the University will ensure that the University is making the best use of institution funds by soliciting competitive bids from the larger telecommunication industry before proceeding.

The University, in addition to updating its communications platform, will establish a portal for the University community to easily submit comments and feedback regarding the University's operations. These will be reviewed on a biweekly basis by the appropriate offices, and steps to remedy pressing problems will be undertaken.

The Academic Advising Center and the Community College's Student Success team, supported by the Office of Information Technology, will create a centralized e-advisory system for all students within the University system. This system will enable counselors and students to learn about program requirements, completed coursework, and plan out their individual academic paths. An alert system will be maintained to provide counselors notification when intervention is needed.

Administrative Infrastructure Refresh

Critically, all elements of the University's operations, including the initiatives considered in this Plan, must be guided by a common authority, set of goals, and overall vision, and assessed against a transparent set of objectively measurable metrics. Because such an operational environment requires close collaboration and cooperation across diverse functions, the Vision 2020 Plan recommends the establishment of the Chief Administrative Officer/Chief Operations Officer role to serve as the administrative manager of all operations.

Furthermore, a single human resources electronic system would simplify personnel management for all parties involved, and the adoption of electronic reporting in as many aspects of campus operation as possible would increase efficiency and communication. In this, an eye toward University best practices should be considered before, or at least in tandem with, the reporting of District requirements as defined by OCFO and OCTO. Lastly, an individual experienced in resources classification charged with the mission of reforming the University's pay scale is needed to ensure that all employees are compensated fairly and predictably for their value. By restructuring oversight, management, and information sharing in the University's administrative infrastructure, students, staff, and faculty will face fewer pointless errors, less confusion, and less frustration.

The University should also take steps to properly identify and remedy the system-wide services that are, in fact, hindered by geography. For example, the distance between the Office of Financial Aid at the Flagship and a student in need of financial aid service taking courses at a satellite campus is clearly an obstacle for the student. As part of the institution's improvement through the Vision 2020 Plan, common sense solutions will be explored.

Most importantly, the University should engage in a deep, far-ranging review of all business processes within all units to address complaints about poor services from across the University's academic and business units. For example, the inability of the University to complete recruitment and hiring processes in less than 45 days does not just hinder performance at the Community College. Every office, department, division, college, and school suffers when system-wide services are failing. Moreover, the ability of system-wide services to communicate adequately with University applicants must be connected for the enrollment plan to succeed. This business process review, as well as corresponding re-engineering and performance measurement systems, will play a prominent role in demonstrating the University's commitment to its internal integrity.

Summary and Next Steps

The Vision 2020 Plan will put the University on a sustainable trajectory by investing in the institution's strongest programs and making the necessary hard

choices. Under the Plan, the relationship between the Flagship and the Community College will be reshaped and strengthened, resulting in clear student pathways across all programs. Administratively, the University will embark on a wide-ranging evaluation, assessment and re-engineering program to substantially enhance the efficiency of its operations. Most importantly, the Plan will allow the University to make critical, targeted investments in numerous areas that are necessary for enrollment growth and student success.

The Board of Trustees has requested this Plan be prepared for its consideration and decision at the regularly scheduled meeting on November 19, 2013. Should this Plan be approved by the Board at that time, implementation of its components will begin in earnest on December 1, 2013.

The Proposed 2020 Academic Plan for The University of the District of Columbia September 26, 2013

BACKGROUND

In May 2012, the Council of the District of Columbia mandated the University to engage in “right-sizing” in order to fashion an institution of higher education that is consistent with its enrollment and the available financial resources. Specifically, the legislation directed the University to develop a plan that addressed the following seven items:

1. A vision for the University system that defines the interconnected mission, roles, responsibilities, and scope of the Flagship University, the Community College and the law school, with particular emphasis on how they relate to each other.
2. An enrollment plan that sets forth reasonable enrollment projections for the next five years based on both recent enrollment trends and on a realistic analysis of potential student demand for the Flagship University and the Community College.
3. An analysis of all academic programs that identifies under-enrolled and under-performing programs and an associated timeline and plan for either improving or eliminating those programs.
4. A compensation market analysis to determine appropriate compensation levels to attract and hold highly qualified staff and faculty and a strategy and timeline to bring salaries and wages in line with these levels.
5. An analysis of current and planned facilities and a revised capital spending plan that reflects the University’s actual enrollment size and realistic enrollment projections.
6. A tuition analysis and timeline to bring tuition more in line with actual costs associated with a student’s education, with a particular emphasis on the non-District resident tuition rates, including the metro-area resident rate.
7. A staff and faculty reduction strategy and timeline, including an assessment of the initial and subsequent budgetary impacts of implementing this strategy.

Moreover, within the last several months, the Middle States Commission of Higher Education (MSCHE), the University’s regional accrediting agency, has also expressed concerns about the efficiency of the University’s operations and its readiness for its biennial re-affirmation of accreditation in 2016. Representatives of the Commission have warned the University that it needs to identify a niche, define its value for the specific demographic groups it serves, and focus on improving quality, or face loss of its accreditation. The challenges faced by the University of the District of Columbia are not unique. Across the nation colleges and universities are experiencing financial shortfalls, declining enrollment, operational inefficiency due to failure to re-engineer business practices, and (for the first time) public questioning of the value of a post-secondary degree. Indeed, a number of institutions have already closed because they could not overcome these challenges and there are warnings that many others will share this fate if they do not quickly and aggressively chart a new course.

In Fall 2012, the University’s Board of Trustees submitted a plan in response to the Council’s mandate. In February 2013, the University significantly reduced the size of its executive and administrative staff, and it abolished vacant positions to eliminate the equivalent of 97 full-time positions. In the next phase, we must eliminate programs in order to amass the resources needed to support viable programs.

Appendix A – Vision 2020 Academic Plan (September 26, 2013)

Specifically, savings garnered from program modifications and eliminations will be used to develop existing faculty and recruit new faculty for high demand programs, support curriculum upgrades, develop institutional capacity for on-line course offerings, strengthen career counseling and placement services for students, and expand experiential learning and recruitment and enrollment services. Last Spring the “right-sizing” work group decided that a comprehensive strategic planning process, “Vision 2020,” would allow the University to re-envision all aspects of its operations as well as address the “right-sizing” mandate. Further, the planning process would also produce the comprehensive strategic plan that is a core element of the MSCHE Self-Study Process, which the University was about to launch.

The Academic Plan summarized in this document was developed by the Division of Academic Affairs. Key participants included former provost Ken Bain, Interim Provost Rachel Petty, the five academic deans – Shelley Broderick (David A. Clark School of Law), April Massey (College of Arts and Sciences), Sabine O’Hara (College of Agriculture, Urban Sustainability, and Environmental Science), Devdas Shetty (School of Engineering and Architecture), and Sandra Yates (School of Business and Public Administration). The Community College section was provided by Dr. Jacqueline Jackson, Dean of Academic Affairs, in consultation with the four-year academic deans, former provost Bain and Interim Provost Petty. Two Faculty Senate representatives, Dr. Connie Webster (Past President) and Professor A. Faye Garrett were regular participants in the group last spring and intermittently during the summer. From August 16 through September 20, the provost and deans consulted with faculty within each of the schools/colleges explaining the need to focus on a reduced set of academic programs and soliciting comments and suggestions. Most of the recommendations and comments provided are reflected in the final draft plan. The proposed plan was sent to the Academic Senate on Thursday, September 26; a request was made for a preliminary response prior to the Board of Trustees’ Retreat on October 11-12 and a final response by October 23, 2013.

ACADEMIC AFFAIRS GOALS

The University seeks to become a model higher education system which includes a community college, Flagship university, and law school whose programs align to provide seamless pathways for students. Specific goals include:

- **Goal I:** Align offerings in workforce, Community College, and Flagship programs to establish well-defined pathways to baccalaureate, graduate, and professional degrees.
- **Goal II:** Engage students in courses of study at all levels that combine opportunities for broad liberal education in the arts and sciences with strong pre-professional education.
- **Goal III:** Seek the highest level of accreditation for all eligible professional programs to ensure that all programs are current and cutting-edge, and attain Middle States reaffirmation of accreditation in 2016.
- **Goal IV:** Improve teaching and learning by utilizing research from learning sciences and educational psychology that informs best practices. Seek to incorporate experiential learning in all curricula to facilitate students’ mastery of concepts, development of critical thinking, and analytical reasoning abilities.

- **Goal V:** Partner with the D.C. Government, business, profit, and non-profit sectors in conducting research, providing outreach, and graduating students who are prepared to solve pressing urban issues of the District and the greater metropolitan area.
 - **Goal VI:** The University will significantly increase enrollment across all levels (workforce to graduate/professional).
 - **Goal VII:** Develop new sustainable revenue sources.
- I. **Review of Academic Offerings — Guidelines for Evaluating Graduate and Undergraduate Offerings:**

In reviewing current academic offerings, the deans and faculty were asked to consider each program's degree of alignment with the University's mission; demonstrated capacity to attract sufficient enrollment; success in retaining students and conferring degrees; capacity to build on current curricular and faculty strengths to become distinctive high-quality offerings; ability to provide instructional delivery options such as face-to-face, blended, and online courses; and the ability to be a component of seamless pathways that offer workforce and Community College students access to baccalaureate, graduate, and professional degrees that align with a number of high-demand professions with a special focus on District priorities to include: Government Service (local and federal), Health, Education (PK-12 and Higher Education), Technology and Engineering, Hospitality, Business, and Retail. In addition to helping students develop the specialized skills needed for a particular career path, the University's offerings must provide all students the broad liberal education required to enable them to adapt to an ever-changing workplace, to be active citizens in a democratic society, and moral and ethical human beings.

The academic offerings of each of the six academic units were reviewed against the criteria described above and the following: Recent enrollment and graduation rates, average class size, existing professional accreditation, faculty accomplishments and expertise, effective use of technology, use of assessment to improve teaching-learning, and the additional resources needed to ensure currency and value. The factors were not ranked and no one or subset of factors dictated the decision-making process. Rather, programs were evaluated holistically and the following possibilities were considered: Retaining the major; reducing the major to a minor; reducing the major to a concentration; offering parts of the major as a certificate or limited number of course offerings; or eliminating the major. For all options except the last there was discussion of the number and type of faculty the new offering required – number or percentage of permanent or tenured/tenure-track faculty, number/percentage of visiting and/or adjunct faculty. Recommendations regarding the need for curriculum revitalization, new instructional space and improvement of pedagogy were also discussed. In addition to the decisions made regarding majors, there was also an attempt to review faculty workloads to identify efficiencies based on the establishment of optimal class size, scheduling of classes based on the number of majors and where they are in their respective programs, and making course assignment adjustments for under-loaded faculty.

After the deans completed consultations with their respective faculty, each met individually with the interim provost to review feedback received from faculty. The vision and program recommendations for each college and school follow:



College of Arts and Sciences

Vision

In keeping with institution mission, the College seeks to address issues of knowledge, opportunity, and access that impact the welfare of individuals, families, and communities.

1. The College will position itself as a leader in the delivery of contemporary and interdisciplinary liberal arts programming that:
 - a. supports acquisition of a broad, integrated, and applicable base of knowledge and skills by all UDC undergraduates;
 - b. develops a generation of adaptable experts prepared to address the professional, economic, and social realities of the 21st century; and
 - c. supports the comprehensive and applied professional preparation of educators, human services professionals, social scientists, scientists, and creative artists.
2. The College will develop model local/global diversity curricula that:
 - a. explore the racial, ethnic, linguistic, cultural, and socioeconomic complexities and related issues of D.C.'s expanding and increasingly gentrified urban centers; and
 - b. assist College graduates and community partners with developing and translating solutions locally, domestically, and internationally.
3. The College will create bridges between the University and community to:
 - a. support the educational, health, employment, socio-cultural, and socio-economic needs of city residents;
 - b. enhance professional training opportunities and academic outcomes for CAS/UDC students; and
 - c. align educational offerings with the economic interests and drivers of the District to ensure seamless employment pathways for CAS/UDC graduates.

CAS programs to be retained:

BS Biology (Includes Concentrations in Science Education, Pre-Dentistry, Pharmacy, and Medicine)
BS Mathematics (Math Education; Applied Math Concentrations including Actuarial Science)
BA Political Science and Global Studies (Including a Concentration in Social Studies Education)

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BA English (Concentrations in English Education, Literature and Literary Studies, Creative Writing, Technical Writing, Content Journalism, Media Production and Management)
BA Music (Concentrations in Music Education, Performance, Arts Management)
BA Art (Concentrations in Studio Art, Arts Education, and Design – including Graphic Design)
MS Homeland Security
MS School Counseling
MAT (Content areas: Art, English, Math, Social Studies, Science, and Music)
MA Early Childhood
BSW (Social Work)
BS Psychology
BA Human Development
MS Speech-Language Pathology
BS Justice Studies (Including a Pre-Law concentration)
MS Cancer Biology

Majors/degree programs recommended for reduction to minors, concentrations, or for merger with other program(s):

BS Chemistry – offer as a Minor
BA Early Childhood – offer as a licensure track within Human Development
BA Sociology (3, 5)
BA Mass Media- Journalism (3, 5)
BA Graphic Design (3, 5)

CAS programs to be modified – Offered as service courses or options/concentrations:

Mass Media – Content is to be revised and offered as options that align with the English, Writing, and New Media degree
Sociology – Content to be revised and offered as foundational for the Political Science/Global Studies, Justice Studies, Social Work, Psychology, and Human Development degrees; revised content will serve as concentration in the proposed Interdisciplinary Humanities degree.
Graphic Design – Content to serve as Art/Design concentration and foundation for Media Management concentration in English

CAS programs recommended for termination

Majors/degree programs recommended for termination or reduction to course offerings only (based on one or more of the following metrics – (1) low internal and/or external demand; (2) poor alignment with jobs; (3) content may better serve a foundational or complementary role within other programs given new directions of the University; (4) resources needed – updates to curricula, faculty renewal, infrastructure supports/upgrades/maintenance – outpace value added immediate and projected; (5) outdated pedagogy.

BS Physics (1, 3)
MS Rehabilitation Counseling (1, 4)

MS Math Statistics (1, 3, 4)
BA History (1, 2, 3, 5)
BA Elementary Education (5)
BA Special Education (5)
MA Special Education (1, 5)

New Degree Program for Immediate Approval/Implementation

MA Adult Education - The Office of the State Superintendent of Education (OSSE) has asked the University to assume responsibility for all training of City Adult Education providers. They have requested a program be established by January 2014 with a modular design with stackable units that lead to a Master's degree.

Projected New Degree offerings (2017-2019)

BA Interdisciplinary Humanities - undergrad (2017)
MA Integrated Elementary and Special Education (2017)
PSM Interdisciplinary Applied Science and Math (2019)
MA Mental Health/Rehabilitation Counseling (2019)

School of Business and Public Administration

Mission and Vision*

The mission of the School of Business and Public Administration (SBPA) is to prepare students to become adaptive, innovative, and critical leaders with a global perspective and real world solutions to issues that challenge public and private organizations.

SBPA continues to strive to

- be a respected school of choice for students, employers, research partnerships, training, and education in the District of Columbia, metropolitan area, and around the globe.
 - be a home of extended learning communities on the world stage addressing global issues confronting 21st-century public and private organizations in the urban environment.
 - provide a nurturing learning environment for students, faculty, staff, and other stakeholders, with a focus on cutting edge educational programs, research, and community service.
- Developed August 8, 2012, by SBPA Mission/Vision Task Force; approved August 17, 2012, with modifications by SBPA faculty and staff

The School of Business and Public Administration will emphasize and attempt to grow and strengthen several programs under a revised structure. All of the programs will require additional resources that

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will ensure their readiness for accreditation by the respective professional accrediting association (AACSB; NASPAA) as well as maintenance of the current accreditation (ACBSP). Resources are required for either hiring additional academically qualified faculty; creating and executing faculty professional development plans for those existing faculty who are not academically or professionally qualified according to the standards of the various professional accrediting bodies; and providing assistance to existing faculty whose credentials need to be enhanced. The proposed changes have factored in the requirements of the current accrediting body (ACBSP) as well as the top-tiered body (AACSB) to which the SBPA will seek initial accreditation in 2016, as well as the NASPAA accrediting body of the Public Administration program.

Academic Majors/Programs to be Retained and Enhanced

BBA – Accounting*

BBA –Bachelor of Business Administration**

MBA- Masters of Business Administration

MPA - Masters of Public Administration

*Add concentration in Finance

** Add concentrations in Marketing, Management, and Finance

Academic Programs for reduction to a Minor, Concentration or Certificate

BBA in Marketing

BBA in Finance

BBA in Business Management

BBA in Procurement and Public Contracting

Academic Programs to be Eliminated or reduced to course offerings

BA in Economics

Rationale: The Economics major is not essential to gaining AACSB accreditation or maintaining ACBSP accreditation. It makes a lesser contribution to program efficiencies and accreditation, therefore, SBPA has identified the Economics program for elimination but recommends retention of two basic economics courses required for business majors, micro and macro economics. These courses can be taught by adjunct professors and/or online. While the program in Economics has been co-located with business programs in SBPA, it does not share requirements for a business core. Economics is categorized as a social science along with other disciplines such as sociology, psychology, anthropology, political science, and history that study human society and social relationships. These courses are found with others in the general education requirements that are foundational to other collegiate programs but not unique to business programs. Moreover, they are not required to be located in business schools.

BBA in Management Information Systems

Rationale: SBPA should terminate the MIS option/degree offering/concentration until the curriculum is revised to reflect current models.

An alternative option recommended by SBPA is to create an MIS program – that would be housed in SBPA – in concert with the School of Engineering and Applied Sciences. Development of an online certificate program that can be stacked into other business programs is also an option. Additionally, the business core could be amended to include an additional course(s) in MIS that all students would be required to take.

New Academic Programs and Initiatives

Create a Center for Urban Entrepreneurship using the expertise of existing faculty members and/or adjunct faculty members. These centers around the country are known to be able to help reshape the regional economy and lay the foundations for building wealth within the urban community.

Create an undergraduate program in Hospitality Management and Tourism which would serve students who complete the Associate Degree program in Hospitality Management at the Community College and others from area schools and colleges or within the general community.

Create online certification programs in Project Management, Non-Profit Management, and International Accounting.

Develop online degree programs in Real Estate, Sales and Consumer Science, and Human Resources Management for Community College graduates in Liberal Studies, Hospitality, Fashion Merchandizing, Business. Add an online or Executive MBA, MPA.

School of Engineering and Applied Sciences (SEAS)

SEAS Strategic Direction

The School of Engineering and Applied Sciences (SEAS) prepares professionals and leaders, who are committed to making their communities, countries, and world a better place. SEAS curriculum is very much aligned with the UDC mission of producing graduates, who are competitive for 21st-century workforce with life-long learning skills. The curriculum has focused on three basic values: technological and scientific competence, balance between theory and practice, consideration of the societal and holistic aspects of engineering.

Vision: School of Engineering and Applied Sciences will achieve national recognition in the fields of Engineering and Computer Science.

Academic Majors/Programs to be Retained

- Bachelor's in Civil Engineering (ABET)
- Bachelor's in Mechanical Engineering (ABET)
- Bachelor's in Electrical Engineering (ABET)
- Bachelor's in Computer Science (ABET)
- Bachelor's in Information Technology

Accelerated Master's in Computer Science

Academic Program to be Temporarily Suspended

Accelerated Masters in Electrical Engineering*

*SEAS' academic programs have been of high quality and in compliance with ABET accreditation curricular prescription. The current programs are accredited until August 2015. The next accreditation visit will take place in Fall 2014. The current academic year (2013-14) is the year of self-study preparation. The programs should continue to attract new students because they are ABET accredited. It is recommended that enrollment in the Accelerated Masters Program in Electrical Engineering which is currently very low is suspended until an entering cohort of 10 to 15 students is recruited. Further, no new degree programs will be initiated until the accreditation of existing ABET-approved programs is reaffirmed and enrollment in current programs reaches the targets established in the Enrollment Management Plan.

The following new degree programs have been proposed: (Current UDC faculty have credentials/expertise to staff these):

Bachelor's in Biomedical Engineering (Joint with Biology)
Bachelor's in Architectural Engineering (Joint with Architecture Program)
Graduate Program in Civil and Mechanical Engineering

Ph.D in Computer Science and Engineering (Approved by Faculty Senate in 2013S)

Interdisciplinary programs of Dual MS/MBA with School of Business and Public Administration

Integrated Computer Science and Healthcare Program with the UDC Health Education Program.

Proposed New Certificates and Concentrations (on-line):

- Cyber Security
- Transportation Engineering
- Energy Concentrations
- Supply Chain Engineering
- Product Design

College of Agriculture, Urban Sustainability and Environmental Sciences

Overview

CAUSES implemented a comprehensive restructuring process in 2012 to create research-based community education programs that are closely aligned with academic program objectives, with USDA priorities and with the *Economic Development and Sustainable D.C.* goals of D.C. Mayor Vincent Gray and District agencies. The CAUSES Mission, Vision, and Goals speak to these alignments and to the commitment of CAUSES to offer relevant, practical, and innovative learning experiences to University

students, D.C. residents, and organizations. Its focus is summarized in the tagline: ***Healthy Cities – Healthy People.***

The five land-grant centers of CAUSES are well-positioned to meet both the academic and community outreach mission of the University. Moreover, the centers provide distinction to the University's academic programs by offering hands-on learning experiences and internships that facilitate (a) employability and skills, and (b) leadership and community engagement. The five Centers are:

- (1) Center of Urban Agriculture
- (2) Center of Sustainable Development and its Water Resources Research Institute
- (3) Center for Nutrition, Diet and Health including the Institute of Gerontology
- (4) Center for 4H and Youth Development
- (5) Architectural Research Institute

CAUSES Mission, Vision, and Goals (adopted September 2012):

Mission:

The College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES) of the University of the District of Columbia offers research based academic and community outreach programs that improve the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world.

Vision:

The College of Agriculture Urban Sustainability and Environmental Sciences will be a world leader in designing and implementing top-quality research-based academic and community outreach programs that measurably improve the quality of life and economic prosperity of people and communities in the District of Columbia, the nation, and the world.

Goals:

CAUSES students are exceptionally well-prepared to succeed in their chosen field of study. In addition, our graduates stand out by having distinctive attributes and competences. They are:

- (1) global citizens committed to local relevance
- (2) adept at solving urban problems
- (3) dedicated to water and food security, health and wellness
- (4) skilled at navigating diverse social, cultural, built and natural environments
- (5) independent thinkers and collaborative team players
- (6) adaptive lifelong learners

CAUSES Academic Plan

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The five academic areas in CAUSES enjoy healthy growth trends nationally and regionally. National student enrollment for the past 10 years increased by 39% in Architecture; Environmental Science, 39%; Family and Nutrition Science, 36%; Health Professions, 61%; Recreation and Fitness Studies, 96%. In addition, national and regional data suggest strong job growth in all five program areas. Anticipated job growth by 2020 is 21% for environmental science, not counting related job growth in the energy, construction, legal, and insurance sectors that stems from increasing demand for environmental impact assessments in these sectors, 24% for architecture, 24% for nursing, 25% for nutrition and dietetics, and 35% for public health and wellness-related jobs.

Several alignments are necessary to fully capitalize on these growth opportunities. They are summarized below. All of the proposed changes are also well aligned with the University's 2+2+1 concept. Two new Associate Degree offerings in the Community College, proposed by CAUSES in consultation with the Community College, and a current Associate Degree program in Architecture, will serve as feeders to the BS and MS programs in Architecture, Nutrition, and Environmental Studies. (Environmental Project Management; see Appendix B). The proposed programs are also well aligned with workforce development programs offered through the CAUSES land-grant centers. All CAUSES programs now have internship requirements to provide students with the practical experience necessary to succeed in their chosen field.

Proposed Programs to be Retained:

- BA Architecture and Community Development
- MA Architecture and Community Development
- RN to BSN Nursing
- BS Nutrition and Dietetics
- MS Nutrition and Dietetics
- PSM Water Resources Management
- BS in Health Education (Replaced with BS in Public Health Education with a concentration in Exercise Science)

Proposed Programs Eliminations:

- BS Nutrition - Food Science option only
- BS Environmental Science - Water Resources concentration
- BS Environmental Science - Urban Sustainability concentration

Proposed New Programs:

- Generic BS Nursing
- MS Nursing and Health Management
- BA Environmental Studies

Program to be Reduced to a Minor

- BS Environmental Science – General

Over the past three years the three BS Environmental Science programs have produced small numbers of majors and less than three graduates.

Rationale:

The proposed revisions to the academic programs in CAUSES are well-aligned with the District’s *Economic Development and Sustainable DC* plans. Moreover, they create a distinctive model for improving student learning outcomes and employability. By drawing on the land-grant centers and on the deep ties to the community and to practical research collaborations that the centers offer, UDC has the opportunity to create unique learning experiences that are relevant to the District. Universities all over the world are searching for educational models that are relevant to their own communities and to the social, cultural, and regional/environmental context in which the university operates. The model that the University can build by drawing on the community connections of its land-grant centers has therefore the potential of contributing not only to the District and its economy, but it can become a model for universities across the nation and the world.



University of the District of Columbia Community College

As outlined in its mission and vision statements, the University of the District of Columbia Community College provides opportunities for students to obtain the requisite skills of today’s workforce and prepares them for the demands of tomorrow.

Vision

Serving as a benchmark for excellence, the Community College provides opportunity for District residents to access high-quality, affordable, learner-focused, and market-driven programs that advance their individual and the community’s economic, social, and educational goals.

Mission

In diverse, technology-enhanced learning environments, the Community College provides opportunities for students to obtain the requisite skills of today’s workforce and prepares them for the demands of tomorrow. It offers accessible, affordable, and high-quality programs to the residents of the District of Columbia and the region. Its associate degrees, certificates, workforce development, and lifelong-learning programs are market-driven and learner-focused. The Community College serves as a vital link to the intellectual, economic, civic, and cultural vitality of the region.

The faculty and administration at the Community College have not completed their comprehensive review of existing academic programs. While most programs have strong enrollments there are a few areas still under review. Four programs have specialized national accreditation or certification – Aviation Maintenance, Mortuary Science, Nursing, and Respiratory Therapy. The two charts below present the pathways and connections between Community College and Flagship programs and the new programs proposed by the Community College. One of the major points of emphasis of this academic plan is the articulation and development of pathways between Community College and Flagship programs. The first chart identifies these pathways from associates to master’s programs with the second outlining the proposed new credit-bearing certificates and degree programs. These new

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educational offerings are designed to help meet workforce needs as articulated in the mayor’s Five-Year Economic Plan and as identified in current employment/labor statistics.

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Community College Academic Affairs — Goal One: “Align Flagship and Community College Programs to establish well-defined pathways to the baccalaureate (and beyond) for students completing/exiting academic programs at the Community College”

Community College Programs		Flagship Baccalaureate Programs	Flagship Master Programs	Program Review	Opportunities	Innovations
Certificate	Associate					
Admin Tech (Third party national certifications)	Computer Science Technology (AAS)	Bachelor in Computer Science (BSCS) Bachelor in Information Technology (BSIT)	Master in Computer Science	AAS program undergoing review; proposed new name is Computer Science with embedded credit-bearing certificates including Cisco Academy curriculum	Alignment of curriculum from workforce, 100 and 200 level courses, to Flagship Career ladder from Workforce to Graduate studies	Active and work-based learning incorporated into curriculum Stackable credentials from Workforce to Graduate studies
	Architectural Engineering Technology (AAS)	Bachelor in Architecture (BS, CAUSES) Bachelor in Architectural Engineering (BS, SEAS)	Master in Architecture	AAS program undergoing review; proposed new name is Architectural Design Technology with embedded credit-bearing certificates such as program management and interior design	Alignment of curriculum of 100 and 200 level courses to Flagship Career ladder from Associate to Graduate studies	Active and work-based learning, studio design (multimedia projects) Stackable credentials from Associate to Master Adaptive learning
Transportation Academy (third-party national certifications) Aviation Maintenance (credit-bearing certificate)	Automotive Technology (AAS) Aviation Maintenance (AAS)	Bachelor in Civil Engineering (BS) Bachelor in Mechanical Engineering (BS)	N/A	N/A	Community College has partnership with Ballou STAY to use auto tech facility, provides co-enrollment opportunities Career ladder from Workforce to Baccalaureate	Active learning Stackable credentials from Workforce to Baccalaureate Adaptive learning
Airframe and Power Plant (8 credit-based courses)	Aviation Maintenance Technology (AAS)	Bachelor in Civil Engineering (BS) Bachelor in Mechanical Engineering (BS)	N/A	AAS is fully certified by FAA and in excellent standing	Career ladder from Certificate program to Baccalaureate	Active learning Stackable credentials Adaptive learning
	Business Technology (AAS)	Business Management (BBM)	Master in Business Administration	AAS is currently under program review;	Career ladder from Associate to Graduate studies	Active learning Experiential

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Community College Programs		Flagship Baccalaureate Programs	Flagship Master Programs	Program Review	Opportunities	Innovations
Certificate	Associate					
				proposed new name is Business Administration		education such as internships Stackable credentials from Associate to Graduate studies
	Computer Accounting Technology (AAS)	Accounting (BS) Business Management (BBM)	Master of Business Administration (MBA)	AAS program currently under review; proposed new name is <i>Accounting</i>	Career ladder from Associate to Graduate studies	Active learning Experiential education such as internships and work-based learning Stackable credentials from Associate to Graduate studies
Highway Maintenance (third-party national certification) Carpentry and electrician (curriculum part of National Center for Construction Education and Research (NCCER))	Construction Management (AAS)	Bachelor in Architecture (BS)	Master in Architecture	Course alignment with Architecture program	Career ladder from Workforce to Graduate Studies	Stackable credentials from Workforce to Graduate Studies Active learning Experiential education such as internships and work-based learning
Child Development Associate (CDA)	Education (AA) <ul style="list-style-type: none"> • Infant/toddler • Early Childhood • Elementary/Secondary 	Bachelor in Human Development (BS)	Master of Arts in Teaching	AA program currently in self-study phase as requirement for accreditation application with NAEYC	Career ladder from Workforce to Graduate Studies	Stackable credentials from Workforce to Graduate Studies Active learning Work based learning
	Graphic Design (AA)	Graphic Design (BA)	N/A	Last program review was 2009-10; program is on schedule for next program review	Career ladder from Associate to Baccalaureate	Multimedia/digital projects Simulation design for

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Community College Programs		Flagship Baccalaureate Programs	Flagship Master Programs	Program Review	Opportunities	Innovations
Certificate	Associate					
				2014-15		animation
	Music (AA) – vocal or performance	Music (BA)		Last program review was 2009-10; program is on schedule for next program review 2014-15	Career ladder from Associates to Baccalaureate	Careers available in music production, music/digital technology, stage production
Certified Nursing Assistance (CNA) Home Health Aide (HHA) Practical Nursing (LPN) Medical Coding and Billing	Nursing (AASN)	Bachelor of Science in Nursing (BSN)	N/A	AASN involved in self-study process; ACEN site visit scheduled for Fall 2014	Career ladder from Workforce to Baccalaureate	Stackable credentials from Workforce to Baccalaureate Active learning Curriculum reflects industry and Magnate standards

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COMMUNITY COLLEGE: PROPOSED NEW DEGREE PROGRAMS

Proposed Program		Flagship Baccalaureate Program	Flagship Master Program	Resources Needed	Target Date
Certificate	Associate				
NA	Associates of Applied Science, (AAS proposed by SEAS)	Bachelor in Computer Science (BSCS) Bachelor in Information Technology (BSIT) Bachelor in Civil Engineering (BSCE) Bachelor in Mechanical Engineering (BSME) Bachelor in Electrical Engineering (BSEE) Bachelor in Physics Bachelor in Chemistry Bachelor in Mathematics	Master of Science in Computer Science Master of Science in Electrical Engineering	NA	Submit program proposal for approval in Fall 2013; launch new program in Spring or Fall 2014
NA	Biotechnology (AAS)	TBD	TBD	Costs will be estimated by faculty	Submit program proposal in Spring 2014; launch new program in Fall 2014
Cisco Networking Admin Tech (already in existence)	Cyber Security (credit bearing certificate and/or AAS)	Bachelor in Computer Science (BSCS) Bachelor in Information Technology (BSIT)	TBD	Cisco Academy currently under development at Community College; SEAS facilities currently available; additional resources TBD by 2- and 4-year faculty	Submit program proposal in Spring 2014; launch new cyber security program in Fall 2014

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Proposed Program		Flagship Baccalaureate Program	Flagship Master Program	Resources Needed	Target Date
Certificate	Associate				
NA	Environmental Studies (AAS, proposed by CAUSES)	Bachelor in Environmental Science Bachelor in Architecture	Master in Architecture	Current resources available through CAUSES	Submit program proposal in Fall 2014; launch new program in Spring or Fall 2014
Health Records (already in existence)	Health Information Technology	TBD		Cost to be estimated by faculty	Submit program proposal in Spring 2014; launch new program in Fall 2014
Food Handling Certificate (already in existence)	Nutrition and Dietetics (AAS, proposed by CAUSES)	Bachelor of Science in Nutrition and Dietetics	TBD	Current resources available through CAUSES	Submit program proposal in Fall 2014; launch new program in Spring or Fall 2014
Radiography (in partnership with Medstar Washington Hospital Center); designed for students pursuing an Associate degree		TBD	TBD	TBD; facilities will be provided by Washington Hospital Center	Fall 2014
Credit bearing certificates proposed for <ul style="list-style-type: none"> • Paramedicine • Emergency Medical Services • Emergency Management Services 	Homeland Security (AAS), in partnership with DCFEMS	TBD	MS, Homeland Security	TBD	Fall 2014



David A. Clarke School of Law

Introduction

The David A. Clarke School of Law at the University of the District of Columbia is committed to training attorneys who have the knowledge, skills, and practical experience required for admission to the bar, and effective and responsible participation in the legal profession. The law school occupies a unique niche in legal education as a publicly funded urban land grant HBCU committed to public service and clinical legal education. That unique focus provides graduates with an opportunity to develop habits of professionalism, ethics, and lifelong learning that will serve them throughout their legal careers. Graduates experience a minimum of 700 hours of hands-on clinical work and 40 hours of community service that prepare them to deal effectively with clients and use their legal knowledge to solve real-world problems. The law school trains its students to understand the role of lawyers in society, and their responsibility to use their legal training to ensure justice and help resolve society's most pressing issues. As an HBCU committed to opening up the legal profession to groups under-represented at the bar, we train students to value diversity and interact effectively with clients, colleagues, and others from a range of racial, social, economic, and ethnic backgrounds.

Drawing upon the strengths of its vision and model of legal education, the school has developed the following specific goals and objectives for its graduates.

Goal 1: Knowledge. Graduates will possess a solid foundation of legal knowledge and understanding of the law in core subject areas, including those tested most frequently on the bar exam. Through their clinical experience, graduates will develop habits of reflection and self-efficacy necessary to teach themselves new areas of law and keep abreast of legal developments.

Goal 2: Skills. Graduates will be proficient in the core competencies needed to practice law: oral and written communication, legal research, legal analysis, problem-solving, professional responsibility, and practice management. In their doctrinal classes, graduates will have been challenged not just to learn the law, but to engage in critical thinking and analysis. Through their 14 credit hours of required clinic, along with community service, practicums, and internships, graduates will know how to apply these core competencies to ambiguous, complex, multi-dimensional issues, using practical judgment to help clients choose among alternative resolutions.

Goal 3: Transactions. Graduates will be proficient in a range of basic lawyering transactions, including interviewing, fact investigation, planning, counseling, and advocacy. They will have an understanding of progressive lawyering strategies, including client-centeredness, co-production, client empowerment, collective action, community-based lawyering, and transformative justice. Through client and project-based work as well as simulations, they will also develop competence in one or more of the following: drafting, entity formation, real estate transactions, legislation, alternative methods of dispute resolution, and advocacy before administrative agencies, tribunals or courts.

Goal 4: Values. Graduates will understand the goals, structures, values, and responsibilities of the legal profession and its members. Throughout the curriculum, graduates will have been challenged to consider the ethical and professional responsibility decisions that lawyers have to make in the course of

representation. Through their supervised, hands-on clinical experience, they will learn to conduct themselves with honesty, integrity, fairness, respect, empathy, and cultural competence. Through their required community service, clinical experience, internships, and opportunities for public interest fellowships, they will develop a professional commitment to promote fairness and access to justice by providing pro bono services to under-served communities.

Strategic Initiatives

1. Increase enrollment of diverse and mission-driven students from the District of Columbia, the nation, and the world in the part-time and full-time programs.
 - Enhance and market academic/clinical programs and courses targeted to attract mission-driven students
 - Initiate collaborations with feeder schools that share the School's missions
 - Target scholarships to schools and organizations that share the School's missions
 - Target recruitment efforts to forums that attract diverse, mission driven students from national and international programs
2. Enhance retention, student success, and first-time bar passage rates.
 - Strengthen comprehensive program of academic success across the curriculum
 - Provide diagnostic and bar preparation programs for students beginning in orientation and extending throughout their law school careers and beyond
 - Strengthen Dean's Fellowship and other programs to celebrate and retain academically successful students
3. Increase the summer and post-graduate employment rate for students and alumni in careers of choice.
 - Create concentrations of community service, internships, clinics, and courses that lead to specific career paths
 - Strengthen relationships with D.C. and regional public interest, public service, public policy, and other employers
4. Enhance the law school's local, regional, and national reputation.
 - Increase opportunity for faculty/staff experts to speak and write publicly on cutting-edge issues of the day
 - Nominate talented faculty/staff for local and national awards in appropriate subject matter areas
 - Publish on the Internet and in print accomplishments of faculty, staff, clinical programs, and alumni
5. Enhance revenue-producing opportunities for the law school.

- Design course offerings, including online, weekend, and CLE programs that attract alumni, visiting students, and members of the DC workforce
- Generate grant opportunities to expand research, clinical programs, and symposia for the law school

Programs to be Maintained:

JD	Juris Doctor
LLM	Masters of Legal Letters

II. CREATING A MODEL STATE EDUCATION SYSTEM

One of the most important outcomes of this plan is the creation of a model state educational system for the District of Columbia. That is, a system in which students at the Community College receive the academic preparation required to successfully continue their matriculation at the baccalaureate degree level. A truly effective system also ensures that associate degree students can move immediately into the junior year program of study without being required to take additional lower division courses beyond the typical semester 15-18 credit-hour load. This system minimizes the time and cost required to obtain a bachelor's degree. Presented below are the features of the academic plan which support the development of a model state educational system:

1. There will be well established pathways for students to progress from workforce to associate to baccalaureate to master's level programs.
2. All high-demand programs at the Community College will have well-articulated baccalaureate programs at the Flagship to which Community College students can matriculate efficiently without wasting credits.
3. The University will offer special incentives for Community College students to continue their matriculation at the Flagship. An example of such an incentive would be a program in which high-achieving second-year Community College students (who agree to continue on to the Flagship program) will be permitted to take up to six Flagship credit hours at Community College rates.
4. The University will continue the practice of instructional cost-sharing in instances where the Flagship has instructional resources not available at the Community College. In these instances, Community College students (such as those now enrolled in art, music, and architecture) are taught by Flagship faculty in classes with Flagship students though they are permitted to pay Community College rates.
5. With few exceptions, common general education requirements will be established for both Community College transfer and Flagship programs.

The law school is the third part of this system but as with most law schools it operates fairly independently from the rest of the University. Law schools have their own administrative staff in areas such as admissions, financial aid, registrar, academic support services, fund raising etc. We will certainly look for opportunities to effect efficiencies where they have no negative impact on program effectiveness. However, the greatest opportunity for collaboration exists on the academic side. The dean of the law school is working with the deans of the Community College, the school of business, and arts and sciences to explore joint programs and or pathways with

programs such as criminal justice, business management, and legal assistants. The law school's nationally recognized clinical program will provide valuable insights with regard to the development and expansion of experiential programs at the associate, baccalaureate and master's level.

III. SUMMARY

This plan sets forth many academic changes that will improve the quality of all program offerings to include the achievement of more effective learning outcomes, higher graduation and retention rates, and more gainfully employed alumni. The benefits to students will be immense. Here is a summary of the recommendations and their benefits to the students:

1. Highest accreditation for professional programs: increases the value of the degrees conferred and improves student graduate school and employment placement rates.
2. Curriculum enhancements featuring best practices in the discipline, problem-based learning, and experiential learning opportunities in all programs: Problem-based learning teaches lifelong skills of problem-solving, critical thinking, and adaptive learning, all proven to be valuable in all disciplines. Experiential programs will ensure students have the ability to apply discipline specific concepts to real-world programs.
3. Expansion of online programs and courses: Provides students with popular time-saving options for learning and increases overall student enrollment.
4. Seamless articulation of Community College and Flagship programs: Improves student retention and reduces the time and cost of completing degree programs.
5. Enhanced professional development: Faculty will have the resources to stay up to date in their disciplines and ensure the currency of their programs.
6. Compete for the best faculty and provide the best equipment and facilities: Enhances the quality of programs and the student's learning experience.
7. Comprehensive career placement and planning services: Increases employability and employment opportunities for graduates.
8. Enrollment management services that produce sufficient students to sustain the programs and provide continuing and growing tuition revenue: Provides focused recruitment and retention strategies on student clientele but targeted to core programs.

As stated in the introduction of this plan the recommendations presented are viewed as essential to the survival of the University. Both the District and regional accrediting body have asked the University to focus on the most important programs and services that should be provided for the students. There are insufficient budgetary resources at the University to adequately support the 78 academic programs currently offered. Unfortunately for some faculty, effective sustainable program growth will require reducing a significant number of academic programs to provide the resources to fund the above referenced features of this academic plan. Most of the program reductions identified in this report were recommended by the faculty and deans in the respective colleges and schools. The recommendations call for the elimination or reduction to concentrations or minors of 21 of the 78 academic programs.

IV. NEXT STEPS

Appendix A – Vision 2020 Academic Plan (September 26, 2013)

The next steps involve the Faculty Senate’s review of the plan and the submission of its comments to the Provost. The Senate was asked to provide its initial comments in early October so they could be discussed at the Board Retreat later that month. The Senate can provide a more comprehensive report on its assessment of the plan. Once the plan is approved by the Board, the Office of Academic Affairs will produce a substantive plan of work identifying the major tasks required to implement the plan recommendations. The proposed program changes will dictate some administrative reorganization, reallocation of budgets, and student records system refinements. It will clearly drive the enrollment management planning effort with regard to the programs for which the University will recruit students. The plan will be coordinated with the University’s Self-Study activities. While there will be much work to do, the plan will put the University on a path toward long-term growth and sustainability.

Appendix A – Vision 2020 Academic Plan (September 26, 2013)

No.	Major	Program Action	Establish as a Minor	Establish as a Concentration in another major	Offer Foundation Courses	2009-2012 Annual Average # Majors	2010-2012 3Yr total # of degrees	2010-2012 Avg # of degrees per yr.	Fall 2013 Major's Headcount	AC.Yr. 2012/2013 # Degree Awarded
1	Graphic Communication Technology (AAS)	Eliminate		AA in Graphic Communications		23	0	0	16	6
2	Sociology (BA)	Eliminate		Criminal Justice	X	40	57	19.00	31	17
3	Mass Media (BA)	Eliminate		English and New Media	X	98	55	18.33	90	13
4	Graphic Design (BA)	Eliminate		Art and English and New Media		20	9	3.00	34	3
5	Physics (BS)	Eliminate			X	6	1	0.33	4	1
6	Studio Art (BFA)				X	1	1	0.33
7	Math Statistics (MS)	Eliminate				6	4	1.33	10	2
8	History (BA)	Eliminate			X	19	12	4.00	20	6
9	Elem. Ed. (BA)	Eliminate				35	9	3.00	4	5
10	Special Ed. (BA)	Eliminate		Endorsement in Spec. Ed. attached to all graduate-level Ed. programs		18	6	2.00	6	2

Appendix A – Vision 2020 Academic Plan (September 26, 2013)

No.	Major	Program Action	Establish as a Minor	Establish as a Concentration in another major	Offer Foundation Courses	2009-2012 Annual Avg # Majors	2010-2012 3Yr total # of degrees	2010-2012 Avg # of degrees per yr.	Fall 2013 Major's Headcount	AC.Yr. 2012/2013 # Degree Awarded
11	Special Ed. (MA)	Eliminate		Endorsement in Spec. Ed. attached to all graduate-level Ed. programs		3	6	2.00	1
12	Marketing (BBA)	Eliminate		Bachelors in Business Mgt.		29	21	7.00	23	8
13	Finance (BBA)	Eliminate		Bachelors in Business Mgt.		38	35	11.67	27	5
14	Procurement and Public Contracting (BBA)	Eliminate				22	20	6.67	15	5
15	Economics (BA)	Eliminate			x	31	38	12.67	23	5
16	Management Information Systems (BBA)	Eliminate		Bachelors in Business Mgt.		39	24	8.00	35	4
17	Electrical Engineering (Acc. MS)	Suspend Pending 15 Student Cohort				3	1	0.33	7	2
18	Nutrition (Food Science) (BS)	Eliminate Food Science Option Only				38 *	12	4.00	45	11

Appendix A – Vision 2020 Academic Plan (September 26, 2013)

No.	Major	Program Action	Establish as a Minor	Establish as a Concentration in another major	Offer Foundation Courses	2009-2012 Annual Avg # Majors	2010-2012 3Yr total # of degrees	2010-2012 Avg number of degrees per yr.	Fall 2013 Major's Headcount	AC.Yr. 2012/2013 # Degree Awarded
19	Environmental Sci. (General)	Eliminate	X			9	1	0.33	15	1
20	Environmental Sci. (Water Resources) (BS)	Eliminate				5		-
21	Environmental Sci. (Urban Sustain.) (BS)	Eliminate							3	...

*

Nutrition Data includes all program enrollees and does not breakout the majors and degrees awarded in the eliminated program option.

Appendix B – Vision 2020 Enrollment Management Strategy

A steady growth in student enrollment is critical to the sustainability and development of the University. The University's enrollment has been fairly flat for the past 10 years. However, given the recent decisions regarding program offerings, the University is now prepared to establish enrollment targets and strategies for reaching these targets. While there are a number of issues that must still be resolved by the Board and the administration, there is sufficient data available to support a 20 percent increase in the projected headcount enrollment by 2020.

Critical Issues and Concerns

There are a number of factors that will affect the University's ability to reach its enrollment target. The most critical factors are as follows:

- The academic programs to be offered
- The characteristics of the students currently attracted to the University
- The profile of the students the University intends to attract
- The availability of these targeted student populations and ability to increase market share
- The availability of student housing
- The availability of institutional financial aid
- Significant improvements in retention and graduation rates
- Establishment of an enrollment management unit and hiring of an experienced enrollment manager with a track record of increasing student enrollment

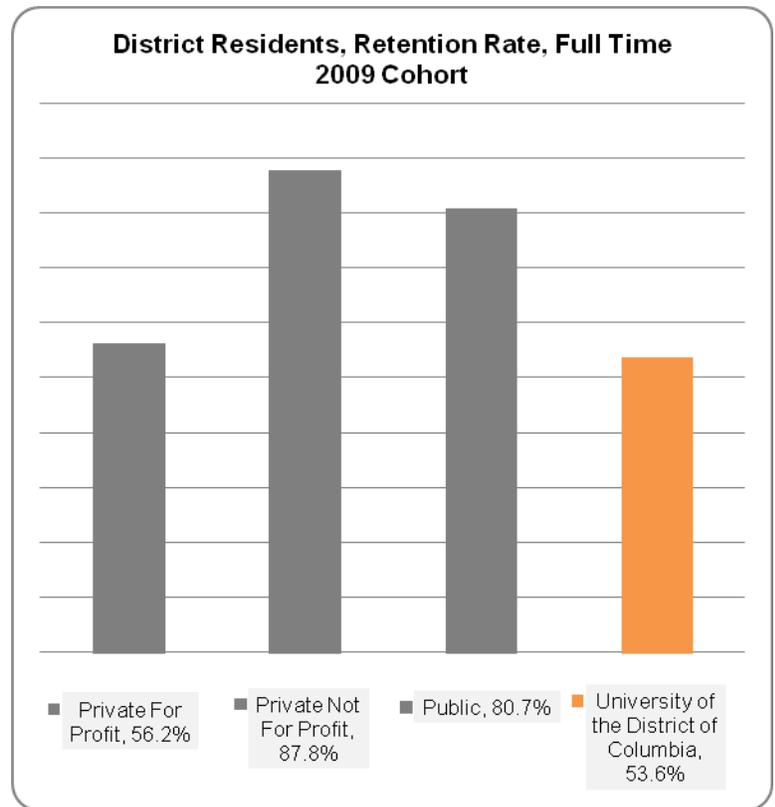
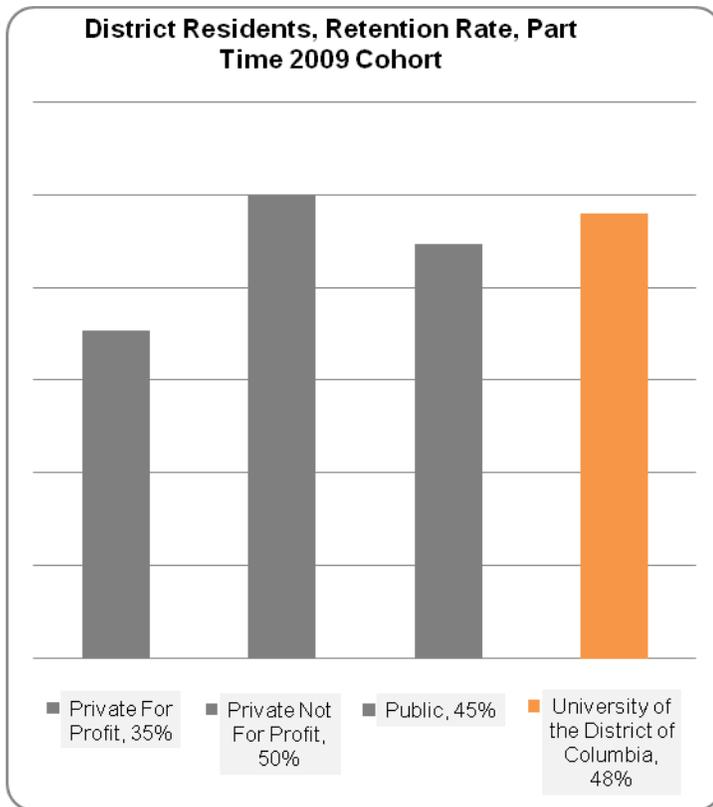
Current Student Enrollment

University enrollment has been relatively flat the past 10 years though there have been significant shifts up and down during this period. In the fall of 2003, total university headcount enrollment was 5,398 and was recorded at 5,490 in the fall of 2012. While fall 2013 enrollment will not be finalized until Oct. 15, preliminary figures suggest that it will be comparable to that realized in fall 2012. During the 10-year trend period enrollment dropped as low as 4,959 in 2008 and rose as high as 5,855 in 2010. Since the establishment of the Community College in the fall of 2009, the distribution of enrollment between the Community College, the Flagship (graduate and undergraduate) and the law school has changed significantly. There has been a significant increase in enrollment at the Community College and a decline in the enrollment at the Flagship. In the fall of 2009, the Community College made up 34 percent of total enrollment while the Flagship (without the law school) made up 60 percent. The law school made up the remaining 6 percent. Between fall 2009 and fall 2012 the Community College enrollment continued to increase while the Flagship declined to a point where the Community College now represents 52 percent of headcount enrollment and the Flagship (without law) has dropped to 41 percent. Preliminary fall 2013 figures suggest that this same distribution will continue in the current academic year.

Student Demographics

Student demographics for the fall of 2012 are as follows:

- The majority of Flagship students are full time (56 percent), while majority of the Community College students are part time (69 percent).
- Both Flagship and Community College students are majority female at 56 percent and 65 percent, respectively.
- Eighty percent of Flagship undergrads and 76 percent of Community College students are residents of the District. Only 48 percent of graduate students are residents.
- Eight percent of all non-School of Law students are international. The absolute number of international students has been declining over the past three years, primarily due to increases in tuition.
- Law students are primarily non-residents (64 percent), full time (58 percent) and female (52 percent).



Entering Student Profile

New student enrollment increased by 9 percent between the fall of 2011 and the fall of 2013. There were 1,458 new students enrolled in fall 2011 and 1,583 in fall 2013 (preliminary figures). The distribution of students among admission types has remained essentially the same.

- Sixty percent of all new students attend the Community College, 34 percent are Flagship undergraduates, and 7 percent are graduate students.
- With regard to admit type, 46 percent are classified as first time in college, 26 percent are transfer students, 19 percent are students readmitted to the institution, and 9 percent are non-matriculating students. Transfers and readmitted students represent a disproportionately high percentage of new students when compared with other universities.
- The Community College enrolled just under 500 first time in college students in both 2012 and 2013, while the Flagship enrolled an average of 115 first-time students in each of the two fall semesters.
- In fall 2012, 56 percent of all first-time freshmen graduated from District public, charter, and private schools. Forty-six percent of the Flagship first time in college students graduated from District schools, while 59 percent of Community College first time in college students were from the District.

Availability of Additional Student Populations in the District of Columbia

- Fall 2012 DCPS enrollment data by grade suggests that there is a high probability of increases in the senior classes for four of the five years from spring 2014 to spring 2018 based on the increase in enrollments for grades 7 through 11.
- District Census data indicate that as of 2011 there were 80,000 residents that had only high school diplomas, 57,920 with some college but no degree, 11,953 with associate degrees, and 91,283 with baccalaureate degrees.

Student Housing

The data suggests significant pools of potential students are available to be recruited in the District and throughout the metropolitan area. The new student profile data demonstrates that fewer than 2.5 percent of the new students enrolled in the fall of 2012 came from states other than Maryland and Virginia. The fact that the University does not provide on-campus housing speaks to its lack of interest in recruiting students from outside the metropolitan area. This Plan takes the position that the University could attract significantly more new students beyond those cited in the forecast, if sufficient student housing was available. The greater Washington, D.C., area is a high-demand location for prospective college students. Non-resident students tend to take full-time course loads, increasing the probability of graduating in fewer than six years. Non-resident students pay higher tuition rates, while their varied geographic and ethnic backgrounds provide expanded learning experiences for District of Columbia residents. Student housing is also essential to recruiting college-ready District residents who tend to want a campus experience as opposed to commuter experience. Because there has been no formal decision regarding student housing, the enrollment forecast presented in this Plan makes the

assumption that there will be no student housing during the Plan period. Should the Board decide to move forward with on-campus housing, the enrollment forecast will be adjusted accordingly.

Other Issues

There are several other issues that are critical to an effective enrollment strategy. There must be sufficient institutional aid to support the recruitment of new students, significant improvements in retention strategies to improve student progression and graduation rates and the hiring of an enrollment manager with the skill to develop and implement strategies that attract prime student target groups and retain them. To this end, the Vision 2020 Plan proposes a new \$2.0 million allocation to create a robust institutional aid program. For comparison, institutional aid budgets have rarely exceeded \$150,000 and in some years have been non-existent. Furthermore, the deans and the Office of the Vice President for Student Affairs have developed several strategies for improving student retention and will continue to develop these strategies under the Complete College America initiative.

The Enrollment Forecast

The University proposes a 20 percent increase in headcount and FTE enrollment by 2020. This forecast is based on the following assumptions:

- The University has sufficient classroom space and the faculty resources to accommodate the 20 percent increase in enrollment
- No significant amount of student housing
- Approval of a streamlined set of academic programs
- Increased retention rates at both the Community College and Flagship

While the new enrollment manager will develop strategies specifically designed to meet the needs of the University, key components to be employed will include the following:

- Establishment of enhanced relationships and recruiting efforts with DCPS and the District's charter school system
- Summer bridge programs from District students
- Aggressive recruitment of Tuition Assistance Grant returnees, transfer students, and District and federal government workers
- Increase in online courses and programs
- Establishment of a continuing education unit to offer high-demand certificate programs
- Establishment of a President's Scholars Program to attract up to 200 high-achieving District of Columbia high school graduates (discussed in detail below)

President's Award for Scholarship & Service (PASS)

The proposed President's Scholars program will be a merit award available to full-time District of Columbia entering freshmen students. The President's Scholars program will address a key component of President Obama's college affordability and accountability agenda, particularly the assessment of institutional value by use of the six-year graduation rate standard.

Purpose

The University of the District of Columbia President's Award for Scholarship and Service will be the highest merit award available to full-time entering freshmen students. The President's Award for Scholarship and Service will support a cohort of entering freshmen students to achieve excellence and persist toward graduation. The purpose of the President's Award for Scholarship and Service is to recognize and support the best and the brightest students from D.C. high schools. The President's Scholarship recognizes transformational leaders on and off campuses who are intellectually curious and passionate about community service. The students selected have demonstrated academic achievement, creativity, resilience, ethical leadership, and the potential to identify and solve pressing and relevant problems. The award is renewable for nine semesters as long as students maintain continued full-time status, make satisfactory progress, maintain a minimum GPA of 3.5, and serve as a positive role model to other students.

Appendix C – Vision 2020 Facilities Plan

Facility Planning Response

The purpose of the Facility Planning Response (Response) is to identify a course of action for capital investments required to support the University's Academic Plan. This report is not intended to replace or serve as a summary of the Facility Work Group Report dated June 2013. Rather, the Response is intended to aid in the redefinition of the University as a "... pacesetter in urban education ..." with facilities suitable for the building of "... a diverse generation of competitive, civically engaged scholars and leaders."

After the plan is accepted by the University Board of Trustees, it is anticipated the Office of the Vice President will need an additional 90 days to confirm and reconcile any modifications to the Vision 2020 Plan made during the approval process and finalize the implementation of the recommendations.

Recommendations

In support of the University's Academic Plan, the Office of the Vice President for Real Estate, Facilities Management and Public Safety (Facilities Office) submits the following recommendations. These recommendations identify guidelines for future decisions related to the University's capital projects and facility improvements. The shifts in the academic direction of the University identified by the Vision 2020 Plan require comparable shifts in the implementation of planned facility improvements. For this reason, the following facility recommendations are being proposed.

First, the University will develop a **Revised Capital Spending Plan** within 90 days of the 2020 Vision Plan's acceptance. The revised capital spending plan will reflect an analysis of current and planned facilities as well as the University's intent to only support capital projects that are consistent with current and projected enrollment. The revised spending plan will identify the capital resources needed to develop new facilities and restore existing facilities required for the Academic Plan to make significant changes that will improve the quality of all program offerings. The quality of the spaces used to prepare students for the workforce is an essential component of the Academic Plan. The revised spending plan will allocate capital resources to identified areas of emphasis.

Secondly, it is recommended the University establish a new **Space Management and Facility Improvement Plan** within 90 days of the Vision 2020 plan's acceptance. To ensure the University is utilizing its capital resources in the best manner possible, the plan will require the institution to evaluate each project with

regards to its alignment with the new academic direction. The plan will also require identifying the return on investment of each planned project. This process will expand on the existing project request and approval process. In the existing process, the Facilities Office in conjunction with the Facilities Committee of the Board of Trustees is responsible for the final decision on the utilization of capital resources. In the new plan the process would draw on input from the Facilities Work Group or a comparable administrative body. The decisions on capital expenditures would still rest with the Facilities Office, but the decision would be based on more formal lines of communication with the academic leadership.

Components of these recommendations have already been implemented. In response to Section V of the City Council mandate to “right-size,” the University has completed an analysis of the current and planned facilities to ensure alignment with the current enrollment and the realistic projections for enrollment growth. The recommendations included herein are based on the best planning assumption available prior to acceptance of the Plan by the University Board of Trustees.

Space Utilization

The Office of the Provost has worked with the deans of each College and the CEO of the Community College to prepare an academic accreditation calendar. The calendar identifies all pending accreditation visits. The visits include planned on-campus evaluations from Middle States and each of the accrediting bodies governing individual University programs. This information will allow the Facilities Office to work with the University’s academic leadership and identify space improvements required to meet accreditation space standards. It is recommended the Facility Work Group or a comparable administrative body will meet regularly to identify changes in the accreditation calendar or identified space requirements. When necessary, recommendations to reprioritize projects and the associated capital resources will be made to the Facilities Office by this academic body. Based on the information available at the time of this report, the University’s capital budget is able to support space improvements associated with accreditation requirements through the 2014 fiscal year. Additional assessment and new information may require additional capital resources to support the components of the Vision 2020 Plan. Identification of any additional required capital resources will be confirmed within the 90-day confirmation period.

The Academic Plan calls for the elimination of 21 existing baccalaureate programs. This constitutes a 41 percent reduction in the number of programs currently offered. While a limited number of the programs identified for elimination utilize dedicated instructional spaces, the spaces currently used to support these programs can now be utilized to better support instructional needs across all programs. It is estimated the space made available by the eliminated programs will result in approximately 15,000 to 35,000 square feet of available space.

The space utilization analysis required by Section V of the City Council’s mandate was completed as part of the self-assessment effort performed by the Facilities Office. The

space-utilization analysis confirmed that the Van Ness campus contains underutilized spaces. Most of these spaces are in need of varying degrees of renovation. The renovation efforts range from addressing an antiquated heating, cooling and ventilation system, to upgrading electrical and IT infrastructure to supporting modern instructional needs. Additional factors contributing to the amount of underutilized space is the significant reduction in enrollment and decades of interior space modifications completed to address short-term needs but without being linked to a strategic academic direction or a formal space-management plan. In addition to these factors, the analysis identified space being used by University-affiliated grant programs and other offices not directly associated with University instructional space. The University's libraries have never been resized in response to the advent of digital University resources. A considerable portion of current library space could be consolidated resulting in excess square footage. It is these combined factors that result in approximately 75,000 to 100,000 square feet in underutilized space at the Van Ness campus. This is largely not contiguous space. When added to the space made available by the eliminated programs, the estimated total available space is between 90,000 and 135,000 square feet. This amounts to roughly 10 percent of the Van Ness campus (1.2 million square feet).

Once the Academic Plan is approved or as subsequent changes are made, any resulting capital projects will be determined by the Facilities Office with considerable input from the University's academic leadership. This is another opportunity to rely on the Facility Work Group or comparable administrative body. The recently developed project charter process will ensure that each new project aligns with the University's strategic and academic plans, and will also provide a transparent account of the project budget formulation and approval timeline. All submitted projects will have to include information to substantiate the need for the project, such as accreditation requirements, enrollment growth implications, and research grant opportunities. Projects aimed at addressing the outstanding infrastructure or life-safety issues will be exempt from the project charter process. This is in response to the existing conditions analysis completed in 2009.

In order to more efficiently utilize instructional and administrative spaces at the Van Ness campus, all programs will undergo a space-consolidation effort. During this effort, the Facilities Office will relocate academic programs to maximize efficiencies and identify opportunities for shared resources across academic offerings. This effort will not only verify the space needs of each remaining program, but it will also allow for the consolidation of eliminated program spaces and underutilized spaces. These spaces are not currently contiguous. In their current condition many of these spaces have limited functionality and are in need of renovations. This consolidation effort will also allow for the development of identified "swing spaces." These spaces will be renovated to serve as staging areas for academic programs during the development of new instructional spaces to support the new academic direction. By creating these swing spaces, the Facilities Office will be able to complete renovations while allowing the educational and associated administrative processes to continue with minimal interruption. The swing spaces would continue to be used until the enrollment growth plan requires the use of all available space at the Van Ness campus.

One possible example of the space consolidation effort is the relocation of the law library. The law library is currently located on the B level of the Administrative Building (#39). As

part of the **Space Management / Facility Improvement Plan** it is recommended the law library be relocated to 4340 Connecticut Ave. (Building #52). This would consolidate law school instructional space to a single building and make available additional square footage that could be used to support other University endeavors such as the University Testing Center, Entrepreneurial Incubator Program, new University Board Room, and associated administrative offices. Obviously, this would require written confirmation from the law school accrediting body (ABA) that this strategic change of direction would not affect accreditation.

The vision to expand course offerings through an online learning platform will require upgrades and improvements to the IT infrastructure located on campus. The required upgrades can be phased in over a period of time. Specifically, upgrades to the cooling systems and physical spaces supporting IT equipment are needed to achieve the vision outlined for the new e-School and expanded online learning. It is anticipated the plan for completing these improvements will be developed within a 90-day period following the acceptance of the Vision 2020 plan. While significant strides have been made in the areas of IT service enhancements, the building systems (electric, mechanical, waterproofing) supporting these enhancements are still in need of capital improvements to help ensure sound returns on the University's investments.

Alternative Space Use

In addition to classroom space, the building located at 4340 Connecticut Ave. has approximately 7,500 square feet of street-level retail space. This building is owned and operated by the University. The upper floors of the building support the David A. Clarke School of Law. However, the storefront retail spaces on the first floor are recommended by this Response to be developed as leasable space for commercial use. The Facilities Office will endeavor to find commercial tenants with strategic links to the University. These links could be retail services advantageous to students and faculty, or space used to support the Entrepreneurial Incubation Program proposed in this Response. To further this objective, the Facilities Office will use a retail consultant to provide advice on the commercial leasing market in the area and for recommendations on a tenant recruitment strategy. The resulting revenue stream will be used to help address University fiscal needs.

Expansion of the University's continuing education offerings to include an integrated experience through both the Community College and Flagship programs will require facility support in a way not previously envisioned by the University. This is a major revenue-generating opportunity. Providing spaces that support the needs of working adults will allow for the scheduled use of instructional spaces during evenings and weekends. This will allow for maximizing the efficient use of spaces during times when they are less used by more traditional instructional periods such as weekday mornings and afternoons. The use of instructional spaces for continuing education programs would improve how efficiently the University utilizes space at locations such as the Van Ness, Bertie Backus, and potentially the P.R. Harris sites. The University's advisory board on continuing education programs will be used as a resource in identifying program space needs. The space characteristics will remain generic when possible to allow the space to support multiple programs simultaneously. Spaces supporting more specialized programs will be designed to ensure the technology and usefulness of the instructional spaces is comparable

to that of professional partners and the future workspaces of students. The identified available space could also be used to support expanded continuing education programs at the Van Ness campus.

The University envisions the development of a public charter school with a more formal connection to the University system. The relationship at the P.R. Harris facility serves as a test case for the synergies between the University's academic offerings and the staffing needs of a charter school. The opportunity for a University facility to support the Community College, baccalaureate programs, and a public charter high school maximizes the use of District resources and provides enrollment growth opportunities by linking high school programs to the academic pathways envisioned by the Academic Plan. It is anticipated the University's public charter school could occupy space at any of the current facilities used to support academic programs. This includes the Van Ness campus, Bertie Backus site, P. R. Harris location or 801 N. Capitol. A complete analysis of the facility support scenario would be completed as part of the implementation of the University's charter school endeavor.

The University has improved upon its utilization and management strategy for the P.R. Harris Educational Center facilities. These improvements have included controlling operational and capital expenditures through partnerships and sub-lease agreements to District charter schools. Approximately 55,000 square feet at P.R. Harris is sub-leased to National Collegiate Preparatory Charter School and Ingenuity Prep Charter Schools. In addition to providing education, the charter schools' use of the facility has allowed for accelerated facility improvements. The University seeks to expand its relationships in the government, business and educational community to create additional connections to the University and for its students.

The recommended development of an Entrepreneur Incubation Program is a component of the **Space Management and Facility Improvement Plan** proposed by this Response. It is recommended that this program initially function independently of the academic program. By utilizing the available square footage at the Van Ness campus and potentially 801 N. Capitol, the University could develop space for use by University graduates, faculty, the District's Certified Business Enterprises, and other interested entrepreneurs. The opportunity would provide office and administrative support space for small businesses. The spaces would be provided under either a traditional tenant/landlord relationship or in exchange for equity in the new company. The spaces would potentially serve to provide supplemental revenue for the University, but more importantly provide a resource to small businesses in the District. The spaces envisioned for this program are included in the available space identified during the existing space assessment completed by the Facilities Office. Up to 10,000 square feet on the Van Ness campus could immediately be made available to support this program.

The Facilities Office will continue to support the enhancement of faculty research and service efforts throughout the University system. Recent renovations include a state-of-the-art Environmental Quality Testing Laboratory which is currently seeking certification through the U.S. Environmental Protection Agency. Once certified, the lab will be one of a limited number of certified facilities on the East Coast and could potentially provide water quality and environmental testing services not only for the District, but for the surrounding

metro area. The potential revenue stream associated with water quality testing could be used to support the University's costs of operations. Additional renovation projects to support other programs in the College of Agriculture Urban Sustainability and Environmental Sciences and School of Engineering and Applied Science programs are underway which will help continue and increase faculty research opportunities.

The Facilities Office is recommending the development of a University Recreation Center to support the comprehensive wellness program identified by the Vision 2020 plan. The wellness plan can function independent of an intercollegiate athletics program. However, the impact of the University's change in direction from intercollegiate athletics to the development of a comprehensive Health and Wellness initiative will have an impact on how the capital enhancements planned for the current athletic facilities are implemented. A recently completed renovation of the natatorium (swimming pool) wing of the athletics building addressed critical structural issues and HVAC deficiencies and resulted in a world-class aquatics space for the entire University community to include District residents. The capital spending plan will continue to address facility needs, but will now consider a multi-campus approach to supporting the University's plan to provide fitness classes, intramural sports programs, additional nutrition classes, and wellness resources. After the acceptance of the Vision 2020 Plan, the Facilities Office will work with the identified management structure for the new wellness program to develop a phased space renovation effort. It is anticipated the new Wellness Program will require planned fitness space improvements at the current athletic facility (gymnasium, fields, weight training, and cardio spaces), the New Student Center (cardio spaces) and the Backus site (gymnasium).

Community College

The projected growth of the Community College during the strategic planning period may require the University leadership to implement a program assessment and relocation strategy to maximize facility utilization while minimizing the overall costs of facility operations. To achieve these objectives, proposed relocations amongst University facilities is being considered. The analysis of current and planned facilities completed by the Facilities Office included a review of the facilities currently supporting the Community College. The Community College currently offers workforce-development certification programs and training courses at four locations throughout the District of Columbia. These locations are: 801 N. Capitol Street NW, Bertie Backus (5171 S. Dakota Ave. NE), P.R. Harris (4600 Livingston Rd. SE), and the Shadd School (5601 E. Capitol St., SE).

The 801 N. Capitol location serves as the headquarters for the Community College. In partnership with the District, the University entered into the 17-year lease agreement in 2010. The District decided not to exercise purchase options available in 2010 and 2013, which resulted in the recent purchase of the building by a new landlord. The Facilities Office has been tasked to explore the potential relocation of all or part of the programs at this site to other University facilities. Should the decision be made to relocate the Community College from this location, the following options are available for back-filling the space:

- A. Assign the lease to another District agency
- B. Sub-lease all or part of the facility to a third party

- C. Expand on collaborations with other education-based organizations (public charter schools)
- D. Support the Entrepreneur Incubation Program
- E. Support a University operated charter school

Any decision to backfill all or part of the facility with non-University tenants will require approval by the landlord and the services of a commercial brokerage firm familiar with the local market. These services will be necessary to assess the feasibility of implementing a plan to sub-lease part or all of the facility. The options for removing all Community College programs from 801 N. Capitol include relocating the programs to either the Van Ness campus or the Backus site. However, the available space identified at the Van Ness campus during the University's space assessment would require renovations and the completion of a program space consolidation effort prior to occupancy. After the acceptance of the Vision 2020 Plan, the process of finalizing the components of the selected option will be completed within 90 days.

The University has made substantial capital investments in the Bertie Backus facility to support the academic needs of the Community College. A \$6 million capital investment was completed in 2010, which renovated 30,000 square feet of space for the Community College. The first phase also renovated 15,000 square feet of leased space for the District's Department of Employment Services (DOES). The Phase II and III projects include an electrical capacity upgrade and expanded instruction spaces designed to meet the growing space needs of the program offerings. The estimated total investment of Phases II and III is \$9 million. The effort includes \$2 million in grant support secured by the Community College and an additional \$4.3 million allotted by the City Council. While these contributions help reduce capital expenditures, more aggressive actions are needed to support the academic direction identified by the Vision 2020 Plan. The partnership between the Community College and DOES has been mutually beneficial. However, faced with the need to provide additional instructional space while minimizing capital expenditures, the University is forced to proceed with terminating the lease agreement with the Department of Employment Services (DOES) at the end of the 2014 fiscal year, as explained below. This would make 15,000 square feet of space available for instructional use. The space could be used to support a decision to relocate programs such as Nursing, from the 801 N. Capitol site. This may be a sound decision as different components of the nursing program are already offered at both the 801 N. Capitol site and the Backus location.

As part of the University's Space Utilization Plan recommended by this Response, the Facilities Office proposes relocating all nursing programs to the Bertie Backus location. The benefits of this recommendation have been agreed to by the Office of the Provost and the CEO of the Community College. Nursing instructional space typically requires program-specific components and these components result in increased development costs. Consolidating all nursing spaces to a single location will allow the University to efficiently utilize instructional space, and the associated capital expenditure, across the certificate and baccalaureate programs. This consolidation would also make approximately 5,000 square feet at the Van Ness campus and 15,000 square feet at 801 N. Capitol available for reallocation. In the case of 801 N. Capitol, the Community College would now have the

ability to manage enrollment to a level that allows for circulation patterns that are more conducive to student success.

It is important to note, the University has been granted “exclusive use” of both the P.R. Harris and Bertie Backus facilities. With this limited designation, the Facilities Office is charged with all maintenance, operations, and, if needed, renovation responsibilities associated with ensuring the facilities support the needs of academic programs. The size and existing facility improvements needed at the P.R. Harris facility make it a challenging facility to maintain without significant capital investments. The University is working with the District Government and the District of Columbia Public Schools to investigate alternate facility options. The alternate facility would have to allow for the continued success of Community College programs and their ability to meet the needs of the District residents currently being served. Should an alternate facility be identified, the University is willing to consider relocating from the P.R. Harris site.

The Shadd School site is leased from the District of Columbia Public Schools (DCPS). The lease agreement assumes no capital funding support from the Facilities Office. For this reason, no capital expenditures are anticipated. DCPS has identified that this space will not be available beyond June 2014. The University is currently working with the Deputy Mayor of Education and DCPS to identify another school site that will allow the Community College to continue offering community-based education programs in areas of the District that are best served by the University’s presence.

Student Housing

The Facilities Office has completed a comprehensive feasibility study and confirmed the demand for a student housing program that will support as many as 600 students. The Vision 2020 Plan proposes the first phase of an implementation program that would support approximately 300 students on the Van Ness campus. The construction effort would yield a 107,000-square-foot facility with 138 units. The units would be comprised of single, double, and triple bedroom spaces. The projected cost for the first phase is \$28.1 million. If accepted, the facility could open as soon as the fall 2016. The table below provides a summary of the project costs for the first phase of construction, and four years of the operating pro-forma. As the table below indicates, the first year of operations (assuming 95 percent occupancy) would result in approximately \$495,000 of cash flow after all financial obligations are met. The next steps in proceeding with a University housing implementation plan would be to investigate project financing options. Once a project funding strategy is confirmed, the University would proceed with designing a facility that addresses matters discussed with University stakeholders during the Campus Master Plan process. These housing project stakeholders would include the local ANC, the Department of State and the Office of Planning in addition to staff and students.

The Facilities Office has also reviewed the University’s potential for providing off-campus student housing options. The options investigated are in strategic locations able to serve both the Flagship and Community College populations. Currently, there are opportunities to partner with local developers who can include student-tailored housing as a separate component of newly constructed mixed-use developments. Based on the current economic

environment, a public-private partnership for affordable off-campus housing could be an important component of the growth strategy for the University and its Branch Campus.

University of the District of Columbia

Office of the VP for Real Estate, Facilities Management & Public Safety

Housing Project / Investment Stat Sheet

Data Prepared: July 2013



Total Project Costs^	\$ 28,100,000	Total Bed Count	307
Total Square Footage	107,000 SqFt.	Year 1 (2016) Occupancy	95%

	Academic Years			
	1 2016/2017	2 2017/2018	3 2018/2019	4 2019/2020
Revenue	\$ 3,733,500	\$ 3,845,100	\$ 3,960,900	\$ 4,079,900
Bed Revenue	\$ 3,450,000	\$ 3,553,000	\$ 3,660,000	\$ 3,770,000
Other Revenue	\$ 283,500	\$ 292,100	\$ 300,900	\$ 309,900
Expenses	\$ 1,141,000	\$ 1,176,000	\$ 1,211,000	\$ 1,248,000
Personnel Services	\$ 415,000	\$ 428,000	\$ 441,000	\$ 454,000
Non-Personnel Services	\$ 726,000	\$ 748,000	\$ 770,000	\$ 794,000
Net Operating Income (NOI)	\$ 2,592,500	\$ 2,669,100	\$ 2,749,900	\$ 2,831,900
Annual Debt Service	\$ 2,040,468	\$ 2,040,468	\$ 2,040,468	\$ 2,040,468
Capital Reserves	\$ 57,000	\$ 58,700	\$ 60,500	\$ 62,300
Cash Balance / Contingency	\$ 495,032	\$ 569,932	\$ 648,932	\$ 729,132
Debt Coverage Ratio	1.27	1.31	1.35	1.39

Other University Properties

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University properties not used for traditional instructional space include the University’s land-grant farm located in Beltsville, Md. The programs offered by CAUSES are supported by the current use of this location. No additional capital expenditures for the farm are identified in this plan. The University is investigating the development of a commercial conference center at the farm. If this concept is approved for further development and capital funding is required, additional information will be provided at that time.

The University Residence is currently unoccupied. The Facilities Office is recommending the sale/swap of the property. Funds will be used to purchase a new residence in closer proximity to the Van Ness campus; thereby complying with IRS regulations. The Facilities Office recommends the following options: re-initiating use of the property as the home of the University’s president; use of the space to host University advancement events (fundraisers); or selling/swap or renting the property. Each option has advantages and disadvantages which are being considered by the University to ensure the most responsible next steps are taken. As the acceptance of the proposed actions of the Vision 2020 Plan has an impact on the University’s fiscal decisions moving forward, it is anticipated the University will decide on the course of action for the University Residence within 30 days of the Plan’s acceptance.

In addition to supporting academic programs, the University's auditorium serves as the primary performance and large lecture space on the Van Ness campus. The facility is currently being renovated to address weather penetrations and interior upgrades. Weather penetrations have resulted in a need to replace interior materials (flooring, drywall, seating, etc.). The interior upgrades are aimed at eliminating ADA issues and upgrading amenities to address disparities between the quality of the University's auditorium and competitor facilities. These amenities include performer dressing rooms, public restrooms, and concession services. The facility is scheduled to have a series of reopening events in February 2014. The planned reopening activities are linked with facility rebranding efforts. These efforts are aimed at maximizing the University's ability to increase rental revenue by meeting the needs of a niche market for midsize, quality performance spaces (fewer than 900 seats). The Facilities Office is utilizing the expertise of local University theater operators and designers to increase event rentals by two to four events per week. The additional revenue will be used to address the University's fiscal shortfalls.

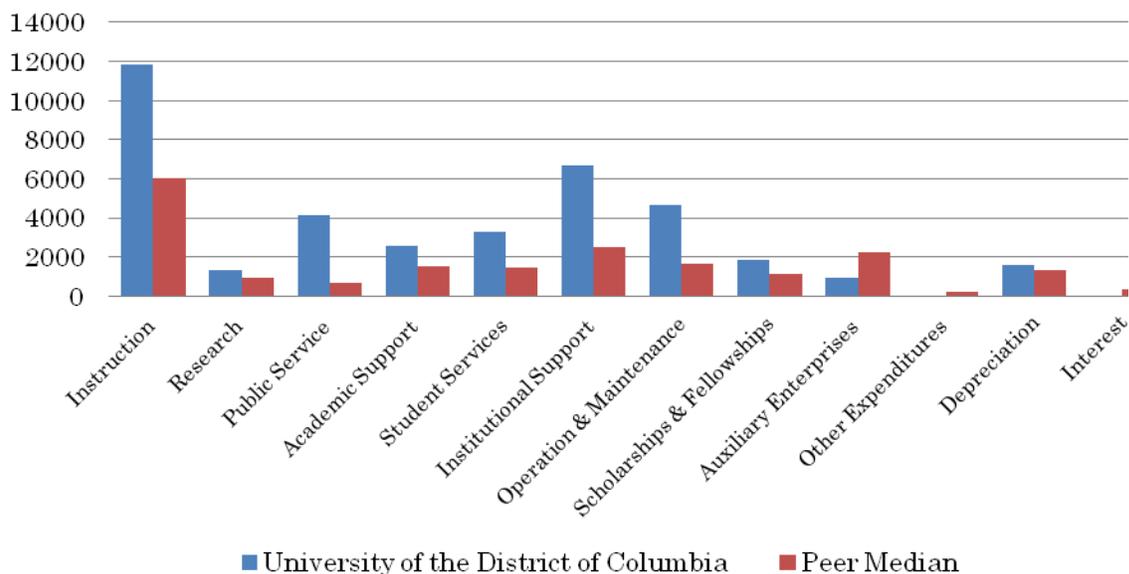
Realigning the University’s Operating Budget: The Vision 2020 Financial Plan

I. Introduction

The University will aggressively address its operating costs under the Vision 2020 Plan, while moderately increasing revenues through realistic enrollment growth and predictable, modest tuition increases. As a result, the University’s cost structure will be better aligned with the cost structure at similarly sized and oriented institutions, its revenue base will become more diversified and its long-term financial position will be substantially strengthened.

Recent analyses have shown that the University’s operational expenditures per student are higher than many of its peer institutions. Most notably, a report produced by Attain, LLC in June 2012 showed that the University’s cost per full-time equivalent (FTE) student at \$34,684 was 60.4% higher than the median of \$21,618 of 14 peer institutions, based on U.S. Department of Education data from academic year 2009-10.¹⁷ To get a better sense of what caused such a large difference between the University’s expenditures and its peers, internal staff worked closely with Attain accurately identifying and categorizing all expenditures for the subject year. In short, the University’s operational expenditures exceeded its peers in nearly every category.

Figure 1. Academic Year 2009-10 Expenditures per FTE by Function



The Vision 2020 Plan recognizes the importance of reducing the University’s annual per student costs. First, the Vision 2020 Plan projects a substantial reduction of

¹⁷ Attain, LLC “Financial Assessment and Cost Drivers”, Slide 119 (June 2012).

expenditures in place by the close of fiscal year 2015. Second, during the Vision 2020 Plan's later years, the University will take additional measures to further reduce expenditures through gradually rebalancing the faculty distribution by rank. These actions, combined with the expenditure reduction measures already executed through the January 2013 personnel right-sizing, will result in a cumulative reduction of \$93,409,986 in gross expenditures for the fiscal year 2015 – 2020 period, or \$15,568,331 on an annualized basis.

Out of these cost-savings, the Vision 2020 Plan makes several targeted investments that will better position the University in the higher education marketplace, increase persistence and graduation rates and better serve the District of Columbia community. These investments include a strong institutional aid program for District residents, an increase in online learning opportunities, an enhanced Career and Professional Center, and various other important investments. In total, these investments will cumulatively require an additional \$30,690,702 in new gross expenditures over the fiscal year 2015 – 2020 period, or \$5,115,117 on an annualized basis.

The Vision 2020 Plan also takes into account inflation, scheduled Cost of Living Adjustments for University employees, the annual incremental increase for the lease of the 801 North Capitol Street facility and a set-aside to fund an expected contract with the faculty bargaining unit. These anticipated costs will add \$39,071,539 in new expenditures over the fiscal year 2015 – 2020 period, or \$6,511,923 on an annualized basis.

Finally, the Vision 2020 Plan includes projected costs of two major infrastructure improvements: the completion of the new student center; and the development of on-campus housing. The gross costs associated with operating these two facilities will account for an additional \$22,037,429 in new spending over the fiscal year 2015 – 2020 period, or \$3,672,905 on an annualized basis.

In total, the effect of cost reduction initiatives and planned Vision 2020 investments will result in a net reduction, after inflation, of \$1,642,705 over the fiscal year 2015 – 2020 period. On a cost per FTE basis, considering the projected increase in FTE enrollment, the University's operating cost will be reduced by 7.65%, from \$32,152 in fiscal year 2012 to \$29,692 in fiscal year 2020, halting and reversing the University's steady operational cost growth.

In addition to reducing the expenditure side, the Vision 2020 Plan will add new revenue from a number of sources. First, the Plan projects a cumulative increase of 694 FTE students by academic year 2019-20.¹⁸ Tuition rates will also be slowly, but steadily, increased at the undergraduate and graduate levels for both Main Campus and Community College students at a rate indexed to inflation. Several other

¹⁸ For further discussion of the University's enrollment projections for academic years 2014-20, see Appendix B.

initiatives outlined in the Vision 2020 Plan, including a larger continuing education footprint, new online learning revenue and increased contributions from advancement and development activities, will result in further revenue growth. In total, the Vision 2020 Plan will add \$76,082,452 in gross revenue for the fiscal year 2015 – 2020 period, or \$12,680,409 on an annualized basis.

The Vision 2020 Plan also forecasts a small reduction in current revenues from the discontinuation of intercollegiate athletics of \$4,420,459 over the fiscal year 2015 – 2020 period, or \$736,743 on an annualized basis.

After subtracting the lost revenue from the discontinuation of intercollegiate athletics, the University will add \$71,661,993 in new gross revenue over the fiscal year 2015 – 2020 period, or \$11,943,665 on an annualized basis. This new revenue, combined with the cost savings from the Vision 2020 Plan expenditure reductions and the structural savings realized from the January 2013 personnel reductions, will correct an existing structural imbalance that would lead to \$56,998,055 in deficits over the fiscal year 2015 – 2020 period, or \$9,499,676 on an annualized basis, that the University would incur if no adjustments were made to operations as they existed in fiscal year 2012.

Beyond balancing the budget, the Vision 2020 Plan also generates \$16,306,643 in surplus over the fiscal year 2015 – 2020 period, or \$2,717,774 on an annualized basis. These surpluses will be realized on the University's balance sheet as contributions to its long-term financial reserves (commonly referred to as "fund balance"), to greatly improve the institution's financial health and stability.

The following financial plan describes in detail revenue, expenditure and income projections for fiscal years 2014 – 2020. Please note the Vision 2020 Plan relies on the University's audited financial results from fiscal year 2012 as the baseline for measuring the impact of the various Vision 2020 initiatives; exceptions to the fiscal year 2012 baseline are identified. A summary of the Plan's financial impacts is included in Figure 2.

Figure 2. Vision 2020 Projected Revenues, Expenditures and Net Results, FY2015 - 2020

	Base Year	FY15 (Fall14)	FY16 (Fall15)	FY17 (Fall16)	FY18 (Fall17)	FY19 (Fall18)	FY20 (Fall19)	Total
Revenues								
Unrestricted Revenue (detailed in Figure 13)								
Baseline	94.58	97.02	97.02	97.02	97.02	97.02	97.02	582.1
Tuition and Fee Growth	0	1.21	2.58	4.1	5.76	7.36	9.04	30.06
Athletics Operation Rev. Loss	0	-0.38	-0.49	-0.61	-0.73	-0.73	-0.73	-3.67
Athletics Fee Rev. Loss	0	0	0	0	-0.25	-0.25	-0.25	-0.75
New Initiatives	0	1	2.56	4.12	4.12	4.12	4.12	20.06
New Facilities Ops.	0	1.53	1.6	5.43	5.61	5.8	6	25.97
Subsidy Enhancement	3.46	0	0	0	0	0	0	0
Total, Unrest. Revenue	98.04	100.38	103.27	110.06	111.53	113.32	115.19	653.76
Restricted Revenue								
Total, Rest. Revenue	59.27	59.27	59.27	59.27	59.27	59.27	59.27	355.64
Grand Total, All Revenue	157.31	159.65	162.55	169.33	170.8	172.6	174.47	1009.4
Expenditures								
From Unrestricted Revenue (detailed in Figures 16 and 31)								
Baseline	106.52	106.52	106.52	106.52	106.52	106.52	106.52	639.1
V2020 Reductions	0	-2.71	-6.85	-7.74	-8.63	-9.26	-9.88	-45.07
2013 Right Sizing	0	-8.06	-8.06	-8.06	-8.06	-8.06	-8.06	-48.34
V2020 Investments	0	0	4.76	5.61	6.36	6.93	7.03	30.69
Inflation	0	0	0.57	1.14	2.28	3.98	5.79	13.77
Labor Cost Increase	0	1.99	2.28	2.58	2.58	2.58	2.58	14.57
801 Lease Incremental	0	1.5	1.68	1.76	1.84	1.92	2	10.7
Facilities Cost Increase	0	1.08	2.23	2.3	5.39	5.46	5.59	22.04
Total, Unrest. Expenditures	106.52	100.31	103.13	104.1	108.27	110.07	111.57	637.45
From Restricted Revenue								
Total, Rest. Expenditures	59.27	59.27	59.27	59.27	59.27	59.27	59.27	355.64
Grand Total, All Expenditures	165.79	159.59	162.41	163.37	167.54	169.35	170.84	993.09
Net Result (to balance sheet)	-8.48	0.06	0.14	5.96	3.27	3.25	3.63	16.31
Baseline Result	-8.48	-9.50	-9.50	-9.50	-9.50	-9.50	-9.50	-57.00
V2020 Difference	n/a	9.56	9.64	15.46	12.77	12.75	13.13	73.3

II. Revenues

The Vision 2020 Plan is committed to increasing self-generated (special purpose / enterprise) revenue to support the growth of the University. The Vision 2020 Plan projects an increase in enrollees, a modest, evenly-paced increase in tuition rates, new revenue opportunities in online learning and continuing education and increased contributions from the University's fundraising and development efforts. Together with the current support from the District of Columbia taxpayers, total annual operations revenue will increase from \$157,312,667 in fiscal year 2012 to \$174,467,113 in fiscal year 2020 without additional local appropriations. This increase includes the projected minor revenue losses from Vision 2020 Plan initiatives.

The Vision 2020 Plan utilizes fiscal year 2012 as the baseline for all revenue measurements, with exceptions noted. The choice of fiscal year 2012 was based upon two factors. First, it is the latest year in which audited financial results are available. Second, it was a more stable year absent the impact of the substantial personnel reductions seen in fiscal year 2013 that may have impacted revenue generations efforts.

In fiscal year 2012, the University received 43.50%, or \$67,352,122, of its \$157,312,667 operating revenue from the District of Columbia government in the form of a subsidy. The remainder of the annual budget was made up of tuition, fee and other auxiliary revenue (\$32,587,086), federal grants, including student financial aid grants and pass-through payments (\$46,108,376 million), District of Columbia grants (\$9,113,564 million), private grants and scholarship funds (\$4,051,143) and endowment income (\$667,708).

Of this total, \$98,039,584 was considered unrestricted funds that were supplied to the University for the general operation of the institution. These funds consisted of the District of Columbia base subsidy (\$63,889,000), additional subsidy received during the fiscal year (\$3,463,122), tuition and fee revenue (\$27,049,944), auxiliary services revenue (\$377,038), fees from other academic programs (primarily workforce development activities) (\$931,137) and other operating income (\$2,329,343). See Figure 3 for a detailed breakdown of fiscal year 2012 revenues.

Figure 3. Fiscal Year 2012 Revenues by Source

Unrestricted Revenue	
Local Subsidy	63.89
Local Subsidy, Additional	3.46
Tuition and Fees	27.05
Tuition	23.24
Fees	3.81
Academic Other (WFD)	0.93
Auxiliary Services	0.38
Athletics	0.08
UDC-TV	0.23
Child Development Center	0.07
Other Operating Revenues	2.33
Endowment	0.61
Indirect Cost Recovery	1.72
Total, Unrestricted Revenue	98.04
Restricted Revenue	
DC Agencies Advance	9.11
Federal Grants	46.11
Operating	13.85
Pass-Through	22.09
Pell Grants	10.17
Private Grants	2.52
Private Scholarship Funds	1.53
Total, Restricted Revenue	59.27
Grand Total, All Fund Types	157.31

There is no dispute as to whether or not the District of Columbia taxpayers should financially support their public system of higher education. However, the appropriate level of support, particularly in relation to the amount of the University's self-generated revenue, has raised concerns. On a subsidy per FTE basis, the University does receive a generous amount of support from the District of Columbia taxpayer. Among similarly sized public institutions located in urban areas, the median public subsidy is \$4,991 per FTE student and constitutes 29.38% of overall revenues. In comparison, the University received a subsidy of \$15,617 per FTE student in fiscal year 2011, constituting 36.98% of overall revenues.¹⁹

Under the Vision 2020 Plan, the University acknowledges that its current revenue distribution relies too heavily on the District of Columbia taxpayer and must be diversified. The University, during the fiscal year 2015 – 2020 period, will take a number of steps to achieve this goal.

¹⁹ IPEDS Tables EFIA2011_RV; F1011_F1A (downloaded 11/01/2013).

a. Regularly Adjusted Tuition Rates

First, annual tuition rates will be increased in line with the Board of Trustees' current policy of an annual incremental increase equal to the year-to-date Consumer Price Index – All Urban Consumers (CPI-U) plus 1.0%. These measured, predictable increases will allow students to better budget for their cost of attendance, reduce the negative enrollment impact of sudden tuition hikes, and make University budgeting more predictable. Based on the published per credit hour tuition rates for academic year 2013-14, the following rates are projected for academic year 2015-20:²⁰

Figure 4. Projected Tuition Rates, Per Credit Hour

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20
Community College							
In-State	100	103	106	109	113	116	119
In-Metropolitan Area	168	173	178	184	189	195	201
Out-of-State	283	291	300	309	319	328	338
Baccalaureate							
In-State	276	285	293	302	311	321	330
In-Metropolitan Area	320	329	339	349	360	371	382
Out-of-State	580	597	615	634	653	672	692
Graduate							
In-State	438	451	465	479	493	508	523
In-Metropolitan Area	496	511	526	542	558	575	592
Out-of-State	842	868	894	921	948	977	1,006
School of Law							
In-State	360	360	360	360	360	360	360
Out-of-State	720	720	720	720	720	720	720

Cumulatively, all tuition rates by academic year 2020, with the exception of the School of Law, would increase by approximately 19.5% over the academic year 2013-14 rates.

b. Modest Enrollment Growth

In addition to the tuition increases discussed above, the Vision 2020 Plan will add 694 additional FTE students at the Community College, baccalaureate and graduate levels combined. This increase represents a growth of 17.3% over the 12-

²⁰ Tuition rates at the School of Law are not scheduled to increase given the current admissions challenges facing the national law school market.

month FTE enrollment of 4,009 for academic year 2012-13.²¹ Figure 5 shows the distribution of enrollment increases between various programs:

Figure 5. Projected Incremental Enrollment Increases, 12-Month FTE Students

	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Community College	50	50	50	50	47	47	294
Baccalaureate and Graduate	50	63	72	79	68	68	400
School of Law	0	0	0	0	0	0	0
Total	100	113	122	129	115	115	694

Under the Plan, enrollment at the Community College would grow between 3.2% and 2.6% per year between academic year 2014-15 and enrollment in the baccalaureate and graduate programs would grow between 3.0% and 4.2% per year over the same period. The School of Law is projected to remain at the current FTE enrollment level due to the challenges facing the national law school marketplace.

The projected enrollment growth will enhance the University’s tuition and fee revenues. In fiscal year 2012, the University collected tuition equal to \$3,006 per Community College FTE student, \$7,801 per baccalaureate and graduate FTE student and \$15,681 per School of Law FTE student. Each student is also required to pay a mandatory fee that supports specific itemized activities. In fiscal year 2012, for each Community College FTE student, the University collected \$1,285 in fee revenue; \$864 for each baccalaureate and graduate FTE student; and \$991 for each School of Law FTE student.

If rates were to remain flat, the growth in FTE enrollment across the University system alone would result in a cumulative increase of \$13,595,974 in tuition revenue over the fiscal year 2015 – 2020 period, or \$1,942,282 on an annualized basis. If tuition rates are adjusted upward as discussed above, tuition revenue would increase by an additional \$13,962,995 over the fiscal year 2015 – 2020 period, or \$1,994,713 on an annualized basis. In total, the projected enrollment growth coupled with tuition increases, will add \$27,558,969 of cumulative new revenue over the fiscal year 2015 – 2020 period, or \$3,936,995 on an annualized basis. Increased enrollment will also add an additional \$2,496,983 in new fee revenue, assuming all academic year 2013 – 14 fees are maintained. Figure 6 demonstrates the additional revenue collected under the Vision 2020 Plan from enrollment growth and tuition increases:

²¹ Includes 12-month FTE enrollment at the School of Law.

Figure 6. Enrollment Based Revenue Growth (*in millions*)

	Base Year	AY14- 15	AY15- 16	AY16- 17	AY17- 18	AY18- 19	AY19- 20	Total
<i>Tuition</i>								
Baseline	18.2	18.2	18.2	18.2	18.2	18.2	18.2	127.43
Revised Rev.	18.2	19.31	20.56	21.96	23.48	24.96	26.52	154.99
Adjust. to Baseline	0	1.10	2.36	3.75	5.27	6.76	8.31	27.56
<i>Fees</i>								
Baseline	3.57	3.57	3.57	3.57	3.57	3.57	3.57	21.43
Revised Rev.	3.57	3.68	3.8	3.92	4.06	4.18	4.3	23.93
Adjust. to Baseline	0	0.11	0.23	0.35	0.48	0.6	0.72	2.49
Total, Adjust. to Baseline	0	1.21	2.58	4.1	5.76	7.36	9.04	30.06

For a detailed discussion of the strategies the University will utilize to achieve sustained enrollment growth, please see Appendix B.

c. Intercollegiate Athletics Phase Out²²

The projected Vision 2020 phase out of intercollegiate athletics would have three revenue consequences for the University. First, current student-based revenue paid to the University to cover tuition, fees and other costs of attendance by student athletes would decrease. Second, a proposed reduction in the athletics fee to correspond with the winding down of the athletics program would result in a lower collection of fee revenue. Third, operational revenues from intercollegiate athletics grants, donations, ticket sales and related items would no longer be collected. In total, the University would no longer collect \$3,670,460 in cumulative operational revenue, including tuition contributions and activity revenue, and \$749,999 in athletics fee revenue over the fiscal year 2015 – 2020 period. The following describes each of these revenue outcomes in detail.

i. Student-Based Revenues

²² In the Vision 2020 Plan, revenue estimates for fiscal year 2014 (i.e. fall semester revenues annualized with adjustments based on prior revenue trends) serve as the baseline for Department of Intercollegiate Athletics instead of the audited financial results from fiscal year 2012. This decision reflects changes in the structure, size and activity level of the intercollegiate athletics program since fiscal year 2012. Exceptions are noted.

The Vision 2020 Plan projects a tuition revenue decrease from the elimination of intercollegiate athletics due to the departure of some student athletes from the University. In fiscal year 2013, student athletes contributed \$445,219 from out-of-pocket sources and \$194,800 from federal student financial aid sources to tuition costs. Assuming all student athlete scholarships and grant-in-aid payments are discontinued by fiscal year 2018 and all intercollegiate teams are disbanded by the close of fiscal year 2014, the Vision 2020 Plan projects that revenue from both student athlete out-of-pocket and federal student financial aid sources will decrease by 44.80% in fiscal year 2015 compared to fiscal year 2014, by 62.9% in fiscal year 2016 compared to fiscal year 2014, by 81.1% in fiscal year 2017 compared to fiscal year 2014, and by 100.0% in fiscal years 2018 – 2020 compared to fiscal year 2014. These projections are based on the current grade-level distribution of student athletes for the fall 2013 semester, which includes 39 freshmen, 26 sophomores, 19 juniors and 21 seniors. In each year, all student athletes reaching senior classification are assumed to graduate by the close of that year. All student athletes classified as juniors are expected to remain with the University, while 75% student athletes classified as sophomores are expected to remain at the University and 50% of student athletes classified as freshmen are expected to remain at the University.

In total, the projected cumulative loss of student athlete tuition revenue from all non-institutional sources is \$3,129,997 for the fiscal year 2014 – 2020 period, or \$447,142 on an annualized basis, as demonstrated in Figure 7.

Figure 7. Intercollegiate Athletics Student-Based Revenue Decrease (*in millions*)

	Base Year	AY-14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline (FY2014)	0.64	0.64	0.64	0.64	0.64	0.64	0.64	4.48
Out-of-Pocket Contrib.	0.45	0.25	0.17	0.08	0	0	0	0.94
Federal Student Aid	0.19	0.11	0.07	0.04	0	0	0	0.41
Total, Revised Rev.	0.64	0.35	0.24	0.12	0	0	0	1.35
Adjust. to Baseline	0	-0.29	-0.40	-0.52	-0.64	-0.64	-0.64	-3.13

ii. Intercollegiate Athletics Operational Revenue²³

The revenue currently collected through Department of Intercollegiate Athletics activities directly related to sports activities would no longer be realized by the University after the elimination of intercollegiate activities. An itemized list of

²³ The Vision 2020 baseline for intercollegiate athletics operational revenue is fiscal year 2013, as opposed to fiscal year 2014 for the remaining intercollegiate athletic revenue projections, and fiscal year 2012 for the remaining revenue items in the Vision 2020 Plan.

these revenues is contained in Figure 8. On the other hand, revenues generated from the rental or lease of athletic facilities will be maintained throughout the Vision 2020 Plan. In fiscal year 2013, the University collected \$90,076 in revenue from athletics activities and \$125,074 from rentals and leases of athletic facilities. The Vision 2020 Plan expects all revenues collected from intercollegiate activities would no longer be collected after fiscal year 2014. Revenues from rentals and lease of athletic facilities would be maintained at the fiscal year 2013 level for the Vision 2020 Plan period.

Figure 8. Itemized Intercollegiate Athletics Operation Revenues *(in millions)*

Facility Rental Revenue	125,074
Non-Facility Revenue	
Concessions	1,023
Corporate Sponsorship	16,660
ECC Grant	3,950
Firebirds Forever	1,000
Gifts/Dev.	26,023
Guarantee	19,000
NCAA Distribution	16,602
Photo Shop	11
Tennis Club	1,142
Text Buy-Back	1,293
Ticket Sales	3,372
Subtotal, Non-Facility Revenue	90,076
Total, Operations Revenue	215,150

Figure 9. Revenue Decrease in Athletics Operational Revenue *(in millions)*

	Base Year	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline (FY2014)	0.22	0.22	0.22	0.22	0.22	0.22	1.29
Non-Facilities Auxiliary	0.09	0.00	0.00	0.00	0.00	0.00	0.09
Facilities Auxiliary	0.13	0.13	0.13	0.13	0.13	0.13	0.75
Total, Revised Rev.	0.22	0.13	0.13	0.13	0.13	0.13	0.84
Adjust. to Baseline	0.00	-0.09	-0.09	-0.09	-0.09	-0.09	-0.45

iii. Athletics Fee Reduction

All undergraduate University students are assessed a mandatory athletics fee each semester. With the withdraw of the University from intercollegiate athletics, the Vision 2020 Plan proposes a reduction and repurposing of the mandatory athletics fee to support the University’s Health and Wellness initiative, as discussed on page 41 of the Institutional Effectiveness Plan. Under the Plan, the athletics fee would be reduced by 33.3% for academic year 2017-18, coinciding with the conclusion of all student athlete scholarship and grant-in-aid obligations. In fiscal year 2014, the University collected approximately \$750,000 in athletics fee revenue. The result of the 33.3% decrease in fiscal year 2018 would be a reduction of \$249,999 from the fiscal year 2012 baseline, and a cumulative decrease in revenue of \$749,999 over the fiscal year 2014 – 20 period.

Figure 10. Revenue Decrease from Reduction of Athletics Fee (*in millions*)

	Base Year	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline (FY2014)	0.75	0.75	0.75	0.75	0.75	0.75	4.50
Revised Rev.	0.75	0.75	0.75	0.50	0.50	0.50	3.75
Adjust. to Baseline	0	0	0	-0.25	-0.25	-0.25	-0.75

d. New Facilities Operations

The Vision 2020 Plan incorporates several expected revenue streams from facilities scheduled for completion or proposed in the Plan.

i. Student Center Fee and Operational Revenue

The University is scheduled to complete the new student center on the Van Ness Campus by spring 2015, with full occupancy by fall 2015. Operational costs will require expenditures in the second half of fiscal year 2015 and will continue for the fiscal 2016 – 2020 period. To support these expenditures, the Vision 2020 Plan incorporates fee revenue from an enhanced student center fee contemplated by the University in the student center proposal. The fee would require Board of Trustees approval and would be in addition to the current student center fee assessed for all matriculating degree-seeking students. Figure 11 shows the projected new revenue beginning in academic year 2014 – 2015:

Figure 11. Proposed Student Center Fee Revenue

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Student Ctr. Fees	0	1.18	1.24	1.3	1.36	1.42	1.48	7.99
Add'l. Rev.	0	1.18	1.24	1.3	1.36	1.42	1.48	7.99

In addition to the new student center revenue generated from student fees, other new revenue opportunities will be created in the new facility, including space rentals for conferences and community events and leased retail space along Connecticut Avenue. Under a financial *pro forma* prepared by Brailsford & Dunlavey in advance of the Student Center's construction, the University is projected to collect between \$344,524 and \$808,926 in additional revenue per year in new revenue from student center operations.²⁴ Cumulatively, over the fiscal year 2014 – 2020 period, non-fee student center operations are projected to generate \$3,895,309 in new revenue, as shown in Figure 12.

Figure 12. Projected Non-Fee Student Center Operational Revenue (in millions)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Student Ctr. Ops.	0	0.34	0.36	0.76	0.79	0.81	0.83	3.89
Add'l. Rev.	0	0.34	0.36	0.76	0.79	0.81	0.83	3.89

ii. On-Campus Student Housing

Beyond the student center, the University will generate additional revenue should it choose to construct on-campus housing. At present, the University maintains 150 beds in commercially operated apartment buildings in the Van Ness neighborhood, and is projected to collect \$1,316,300 in gross rental revenue in fiscal year 2014. Increasing the University's housing stock through the construction of on-campus housing is projected to generate substantially more revenue. For example, if the University increased its housing stock to a total of 307 beds (an addition of 157 beds beyond the existing 150 beds), Brailsford & Dunlavey has forecasted total gross rental revenues of \$3,300,000. The operation of on-campus housing, of course,

²⁴ Brailsford & Dunlavey is a national planning and project management firm that has completed more than 600 projects for nearly 400 higher education institutions.

would require additional expenditures, including any debt service or lease-back payment; these items will be discussed along with all other expenditures, below. The Vision 2020 Plan's financial model includes the potential revenue, along with all projected costs as shown in Figure 30.

e. Advancement

The Vision 2020 Plan commits the University to significantly increasing the amount of revenue generated from fundraising and advancement activities over the 2014-2020 period. In fiscal year 2012, the University's fundraising subsidiary, the UDC Foundation, Inc., generated \$1.3 million in revenue through contributions and transferred \$109,829 to the University for various purposes. Under the Vision 2020 Plan, the UDC Foundation, Inc. is projected to increase its revenue by \$2,000,000, with a direct transfer of \$1,000,000 to the University to support operations. The remaining \$1,000,000 will be retained by the UDC Foundation, Inc. to enhance its long-term financial position and generate revenue from fixed income investments. New advancement strategies to be employed under the Vision 2020 Plan are detailed on page 51 of the Institutional Effectiveness Plan.

f. Online Learning

The University will rapidly grow its online learning capacity under the Vision 2020 Plan. In doing so, an additional source of revenue will be created through tuition and fees collected from academic programs offered entirely online. The projected year one revenue, after adjusting gross revenue for payment to an established online learning platform vendor, is \$930,080 in fiscal year 2016, growing to \$1,860,161 by fiscal year 2017. The Vision 2020 Plan conservatively projects this revenue will remain flat over the fiscal year 2017 – 2020 period.²⁵ In total, online learning will add \$8,370,722 in new gross revenue during the fiscal year 2015 – 2020 period, or \$1,395,120 on an annualized basis.

g. Continuing Education

The Vision 2020 Plan invests in the University's current Continuing Education program in order to expand it beyond its current capacity and reach as discussed on page 47 of the Institutional Effectiveness Plan. As a result, new revenue will be generated through increased Continuing Education enrollments. The Vision 2020 Plan projects \$631,785 in new revenue in fiscal year 2016, growing to \$1,263,570 by fiscal year 2017 and continuing at this rate fiscal years 2017 – 2020.²⁶ In total,

²⁵ The projection of flat revenues after year one of the enhanced online learning program is premised on the lack of data the University currently has on the revenue generation capabilities of online-only programming. A more liberal assessment would see online learning revenues grow steadily each year of the Vision 2020 Plan.

²⁶ See Note 7. An identical analysis and conclusion was drawn about revenue-generating capability of the Continuing Education program as was with the online learning program.

continuing education will add \$5,686,065 in new gross revenue during the fiscal year 2015 – 2020 period, or \$947,678 on an annualized basis.

h. Summary of All Revenue Adjustments

The Vision 2020 Plan will increase total University revenues will increase by 7.64% over the fiscal year 2012 baseline by the end of fiscal year 2020, from \$937,737,178 to \$1,009,399,171 in total gross revenues from all sources during the fiscal year 2015 – 2020 period. This total includes the projected cumulative loss of \$4,420,459 in intercollegiate athletics related revenue over the fiscal 2014 – 2020 period. See Figure 13 for an itemized account all Vision 2020 revenue adjustments.

Figure 13. Vision 2020 Revenue Adjustments, FY2015 – 20 (in millions)

	Base Year	FY15 (Fall14)	FY16 (Fall15)	FY17 (Fall16)	FY18 (Fall17)	FY19 (Fall18)	FY20 (Fall19)	Total
<i>Unrestricted Revenue</i>								
Baseline Revenue	94.58	97.02	97.02	97.02	97.02	97.02	97.02	582.1
Adjustments to Baseline	0	0.83	2.09	3.49	4.78	6.38	8.06	25.64
Athletics Operations	0	-0.38	-0.49	-0.61	-0.73	-0.73	-0.73	-3.67
Athletics Fee Revenue	0	0	0	0	-0.25	-0.25	-0.25	-0.75
Tuition	0	1.1	2.36	3.75	5.27	6.76	8.31	27.56
Fees	0	0.11	0.23	0.35	0.48	0.6	0.72	2.50
Adjusted Baseline Revenue	94.58	97.85	99.11	100.51	101.79	103.4	105.07	607.73
Additions	3.46	2.53	4.16	9.55	9.74	9.93	10.12	46.03
Advancement	0	1.00	1.00	1.00	1.00	1.00	1.00	6.00
Online Learning	0	0	0.93	1.86	1.86	1.86	1.86	8.37
Continuing Education	0	0	0.63	1.26	1.26	1.26	1.26	5.69
Student Ctr. Ops.	0	1.53	1.60	2.06	2.14	2.23	2.32	11.88
Housing Operations	0	0	0	3.37	3.47	3.57	3.68	14.09
Subsidy Enhancement	3.46	0	0	0	0	0	0	0
TOTAL: Unrestricted Rev.	98.04	100.38	103.27	110.06	111.53	113.32	115.19	653.76
<i>Restricted Revenue</i>								
Baseline Revenue	59.27	59.27	59.27	59.27	59.27	59.27	59.27	355.64
Adjustments to Baseline	0	0	0	0	0	0	0	0
Adjusted Revenue	59.27	59.27	59.27	59.27	59.27	59.27	59.27	355.64
Additions	0	0	0	0	0	0	0	0
TOTAL: Restricted Rev.	59.27	355.64						
GRAND TOTAL: All Rev.	157.31	159.65	162.55	169.33	170.8	172.6	174.47	1009.4

As discussed above, the University must diversify its revenue streams away from the District of Columbia taxpayer. The Vision 2020 Plan accomplishes this by steadily increasing tuition levels, adding additional students and expanding other existing revenue sources. The result will be an institution that generates has a revenue distribution that is 10.72% closer to its peer institutions as compared to the fiscal year 2012 baseline, as demonstrated in Figure 14.

Figure 14. Gross Revenues by Source

	Base Year	Fiscal Year 2020	Peer Median
State / Local Appropriations	42.81%	38.22%	29.47%
Self-Generated Revenue	57.18%	61.77%	70.53%

III. Expenditures

A primary goal of the Vision 2020 Plan is to better align the University expenditure level with the size of its enrollment, as compared to similarly situated institutions of higher education. While there is no “perfect” level of expenditures per student, it is reasonable to assume that institutions with a similarly sized student body, offering similar programs and located in similar economic climates should spend a similar per student amount on operational costs.

As discussed above, a recent analysis showed the University’s cost per full time equivalent student was found to be significantly above the median cost at similarly situated institutions. The Vision 2020 Plan acknowledges this fact and proposes measures to bring it more in line with the appropriate cost per FTE student for an institution of this type. A number of expenditure reduction efforts will slow the overall growth of the cost of operations, while at the same time enrollment is projected to increase modestly, with the net result of a lower per student FTE operational cost. It is important to note, however, that costs must be brought down gradually over time to protect the level and quality of services that are necessary to maintain and grow enrollments, as well as produce successful graduates.

The Vision 2020 will utilize the fiscal year 2012 adjusted cost per FTE student of as the baseline for the fiscal year 2014 – 2020 period. As above, fiscal year is the most recent year audited financial results are available. Furthermore, 12 month enrollment data which forms the basis of counting FTE students, has been verified. Total costs are adjusted downward by a total of \$31,200,579 from total fiscal year 2012 expenditures of \$165,789,205. The adjustment includes \$22,087,015 in federal student financial aid loan disbursements that are passed-through to students and \$9,113,564 in transfers from the District of Columbia government to perform contracted-for activities. As a result, the adjusted fiscal year expenditure for cost per FTE purposes is \$133,770,543. On the enrollment side, the 2011-12 academic year 12-month reported full-time equivalent enrollment for the University, including the School of Law, was 4,186; dividing the adjusted cost by total FTEs results in a baseline cost per FTE of \$32,152 for fiscal year 2012.

It is appropriate to note that there are a number of contributing factors to University increased cost structure, some of which cannot be addressed by the University:

1. Economies of Scale

Institutions with smaller student enrollments (less than 10,000), all things being equal, tend to have higher costs per FTE because they are unable to take advantage of economies of scale.

2. Excess Personnel Capacity

Faculty Members. As of fall 2013, the University offered 78 academic programs for about 5,300 students (headcount). The strategic plan proposes eliminating 21 academic programs which will result in approximately a substantial reduction in Flagship faculty positions. Furthermore, the University has a disproportionately high percentage of its faculty members at the highest faculty ranks (full professor and associate professor positions). These faculty members tend to have the highest number of years of service and the highest salaries. Natural attrition and a retirement incentive will help reduce costs as mid-career and recent PhD recipients replace retiring faculty members.

Staff Members. The University recently made significant strides in reducing staff costs by separating 94 non-faculty employees from the institution through position eliminations and terminations. One contributing factor to an increased non-faculty staff population is the misalignment between University operations and District of Columbia governmental requirements. For example, the University's enterprise resource planning platform is tailored specifically to institution of higher education and touches nearly every aspect of University operations. However, the District of Columbia's various management, accounting and personnel systems are tailored for general municipal services. The incongruities that result when these two systems must communicate create a need for additional manual processing, and as such, additional personnel.

3. High Structural Costs of Operating in the District of Columbia

In 2003, the federal Government Accountability Office issued a report on the structural fiscal challenges facing the District of Columbia.²⁷ One of critical findings of the report was that, compared to other jurisdictions, the cost of a "basket" of public services was 76% higher in the District of Columbia than the national average cost for the same basket. When compared to exclusively urban areas, the report found that the cost of the same basket of public services was 86% higher than the average of all other urban areas. By functional area, the cost of providing public higher education services was 62% higher in the District of Columbia than both the national average and urban area average.

²⁷ "District of Columbia, Structural Imbalance and Management Issues", U.S. Government Accountability Office, Report No. GAO-03-666 (May 2003).

4. Excess Program Capacity

Universities that offer a higher number of academic programs and at different academic levels, tend to be more expensive. The University of the District of Columbia is an excellent example of an institution that offers a wide array of programs in many disciplines at varying levels. Offerings including non-credit, non-academic workforce development programming, associate-level degrees, baccalaureate-level degrees, graduate-level degrees and an accredited law school. The Vision 2020 planning committee was unable to find another institution with such a unique and broad combination of offerings.

5. Costly Facilities

The University maintains three major campuses in the District of Columbia that are geographically isolated from each other. This arrangement logically adds to building maintenance, rental, information technology and security costs above institutions of similar enrollment size that only must maintain a single location. Additionally, most of the University's facilities have severe deferred maintenance issues leading to more frequent major maintenance costs and inflated operational costs for basic services such as heating.

6. Shortage of High Capacity Instructional Space.

Nearly all classrooms across the University's campuses have seating capacities for less than 30 students, limiting opportunity to offer large classes and save on instructional and operational costs. At the Van Ness campus, there are only three small auditoriums that could be used on occasion for undergraduate classes of up to 100 students.

The Vision 2020 Plan will address a number of these factors. As a result, the steady growth of the University's operational costs will be stopped and reversed, as measured on a cost per FTE basis. In fiscal year 2020, the University's cost per FTE is projected to be \$29,692, 7.65% lower than the fiscal year 2012 baseline. This decrease includes all adjustments for inflation and reflects a substantial reduction of expenditures coupled with modest enrollment growth. In fiscal year 2012 dollars, excluding the effects of inflation, the University's cost per FTE drops to \$28,460, or 11.48% lower than the fiscal year 2012 baseline.

The Vision 2020 Plan includes a number of actions to reach this result. First, immediate steps will be taken to reduce the cumulative cost of operations by \$93,409,986 over the fiscal year 2015 – 20 period, or \$15,568,331 on an annualized basis. Second, a portion of the savings accrued from reductions will be reinvested in strategic areas that drive enrollment growth. With the growth of enrollment outpacing the reduced rate of expenditure growth, the University will see a strong,

steady decline in its cost per FTE student rate. The net result will be a University that has its costs much better aligned with its priorities, the size of its student body and the overall higher education marketplace.

a. Adjustments to the Expenditure Baseline

As stated above, the Vision 2020 Plan's financial model relies on fiscal year 2012 as its baseline year for measuring expenditure changes over the Plan's fiscal year 2014 – 2020 period, in addition to measuring cost per FTE. Fiscal year 2012 was selected for a number of reasons. First, the fiscal year 2012 is the latest year for which the University has audited financial information. Second, though moderate cost containment measures were taken to ensure a balanced budget, fiscal year 2012 expenditures represent a more normal operating budget than fiscal year 2013.

In the baseline year, the University's total annual operating budget was \$165,789,205, including \$106,516,123 in expenditures made from unrestricted funding, \$37,186,068 in expenditures from restricted funding and \$22,087,015 in federal student financial aid pass through payments. The Vision 2020 Plan focuses exclusively on the former portion, expenditures made out of unrestricted funds (herein "unrestricted expenditures").²⁸ As with any academic institution, personnel cost made up a large majority of all unrestricted expenditures (70.86%) with the remaining 29.14% made up of nonpersonnel costs, including utilities, leases, equipment and other items. Figure 15 contains an itemized accounting of expenditures by revenue fund.

²⁸ While restricted funds make up a substantial portion of the University's overall operating budget, expenditures made from restricted funds are generally pass-through payments such as federal financial aid, or are intended for a specific purpose such as research grant with predetermined, negotiated budget.

Figure 15. Fiscal Year 2012 (Baseline) Expenditures, by Revenue Source

Expenditures from Unrestricted Revenue	
Local Subsidy	66.51
Enterprise Revenue	38.66
Other Operating Revenues	1.35
Endowment	0.67
Indirect Cost Recovery	0.68
Total Expenditures	106.52
Expenditures from Restricted Revenues	
DC Agencies Advance	9.11
Federal Grants	46.11
Operating	13.85
Pass-Through	22.09
Pell Grants	10.17
Private Grants	2.52
Private Scholarship Funds	1.53
Total Expenditures	59.27
Grand Total, All Fund Types	165.79

The Vision 2020 Plan's financial model makes two adjustments to the baseline over the fiscal year 2015 – 2020 period. First, an annual inflation increment is added each year in fiscal years 2016 – 20. The inflation increment is the combined value of the nonpersonnel inflation increment and the net personnel inflation increment, and is determined as follows:

Non-Personnel Inflation Increment

- (1) Prior year unrestricted expenditures [-] One-time expenditures [=] Adjusted prior year unrestricted expenditures.
- (2) Adjusted prior year unrestricted expenditures [X] Nonpersonnel percentage of fiscal year 2012 (baseline) expenditures [=] Prior year estimated unrestricted nonpersonnel expenditures.
- (3) Prior year estimated unrestricted nonpersonnel expenditures [X] Projected rate of inflation (2.0%)²⁹ [=] **Nonpersonnel inflation increment for current year.**

Personnel Inflation Increment

²⁹ Rate of non-personnel inflation is general inflation expectation of the District's Office of the Chief Financial Officer.

- (1) Prior year unrestricted expenditures [-] One-time expenditures [=] Adjusted prior year unrestricted expenditures.
- (2) Adjusted prior year unrestricted expenditures [X] Personnel percentage of fiscal year 2012 (baseline) expenditures [=] Prior year estimated unrestricted personnel expenditures.
- (3) Prior year estimated unrestricted personnel expenditures [X] Projected rate of inflation (1.48%)³⁰ [=] Gross personnel inflation increment.
- (4) Gross personnel inflation increment [-] Total value of existing provisions for personnel compensation increases in the current year³¹ [=] **Net personnel inflation increment for current year.**

In addition to the impact of inflationary forces on the University's operating budget, expenditure adjustments, including reductions and enhancements, resulting from permanent structural or policy changes are reflected in the baseline and carried forward. These adjustments will be discussed in greater detail below. Permanent structural changes include the elimination of current activities and the addition or reduction of full-time positions. All other expenditures, primarily increases in nonpersonnel expenditures to support new Vision 2020 initiatives, are categorized as one-time expenditures and only accounted for in the year in which they are made (i.e. not incorporated into the baseline for inflation calculation purposes). See Figure 16 for a full calculation of the expenditure baseline over the Vision 2020 Plan.

³⁰ Rate of personnel inflation is the mean of the rate of growth over the prior three years in the Education Services sector. See "Employment Cost Index, Historical Listing – Volume V", U.S. Department of Labor, Bureau of Labor Statistics (July 2013).

³¹ For example, Cost of Living Adjustments equal to 3.0% of base salary are scheduled for employees in the AFSCME collective bargaining unit through fiscal year 2017.

Figure 16. Adjusted Baseline, Unrestricted Expenditures (in millions)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline	106.52	106.52	106.52	106.52	106.52	106.52	106.52	639.10
Inflation	0	0	0.57	1.14	2.28	3.98	5.79	13.77
2013 Right-Sizing	0	-8.06	-8.06	-8.06	-8.06	-8.06	-8.06	-48.34
Athletics Discont.	0	-1.91	-3.45	-3.71	-3.97	-3.97	-3.97	-21
Academics Realign.	0	0	-3.4	-3.71	-4.1	-4.58	-5.13	-20.92
AFSCME COLA	0	0.55	0.84	1.14	1.14	1.14	1.14	5.95
Non-Union COLA	0	1.02	1.02	1.02	1.02	1.02	1.02	6.12
NEA Set-Aside	0	0.42	0.42	0.42	0.42	0.42	0.42	2.49
Enrollment Mgmt.	0	0	0.37	0.37	0.37	0.38	0.38	1.87
Online Learning	0	0	0.61	0.61	0.61	0.61	0.61	3.03
Wellness Initiative	0	0	0.33	0.33	0.33	0.33	0.33	1.66
Career Development	0	0	0.67	0.67	0.67	0.67	0.67	3.36
Continuing Education	0	0	0.12	0.12	0.12	0.12	0.12	0.58
Alumni and Advan.	0	0	0.31	0.31	0.31	0.31	0.31	1.54
Experiential Learning	0	0	0.32	0.32	0.32	0.32	0.32	1.59
Adjusted Baseline	106.52	98.53	97.19	97.48	97.96	99.19	100.46	590.81

b. January 2013 Right-Sizing

In early 2013, the University substantially reduced ongoing personnel expenditures through the abolishment of 69 filled positions and the separation of an additional 25 University employees through terminations or resignations. In total, this action resulted in a fiscal year cost savings of \$8,056,449 that will be carried forward in each fiscal year of the Vision 2020 plan period for a cumulative savings of \$48,338,692 by the close of fiscal year 2020. This adjustment to the fiscal year 2012 baseline is shown in Figure 16.³²

c. Intercollegiate Athletics Phase Out

The Vision 2020 Plan's move to eliminate intercollegiate athletics will generate an ongoing cost savings of \$3,973,667 per year from fiscal year 2018 through fiscal year 2020, with a cumulative reduction of \$21,003,699 over the fiscal year 2015 – 2020 period, or \$3,500,616 on an annualized basis. Included in this total is the cost of student athlete scholarships, Department of Intercollegiate Athletics personnel and

³² A limited amount of severance compensation for affected employees will be paid out of the fiscal year 2014 savings.

all nonpersonnel intercollegiate athletics costs. All student athlete scholarships, including payments for tuition, books and housing, will be phased out by fiscal year 2018. This will allow the University to honor scholarship and grant-in-aid commitments to all student athletes matriculating in the fall semester of 2013. Savings from Department of Intercollegiate Athletics operations, excluding student athlete scholarships, will be realized in fiscal year 2016 in full. See Figure 17 for a detailed breakdown of projected cost savings from this action. The timeline and assumptions for the Vision 2020 intercollegiate athletics phase out is as follows:

Fiscal year 2014

- All Expenditure Categories. No change.

Fiscal Year 2015

- Personnel. Reduce personnel expenditures by 50% from fiscal year 2013 level.
- Non-Personnel. Reduce non-personnel expenditures by 50% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 44.8% from fiscal year 2013 level. Assumptions: (1) 100% of fall 2013 senior student athletes graduate in May 2014; (2) 50% of fall 2013 freshman student athletes utilize NCAA eligibility at a different institution; (3) 25% of fall 2013 sophomore student athletes utilize NCAA eligibility at a different institution; and (4) 100% of fall 2013 junior student athletes continue at the University.

Fiscal Year 2016

- Personnel. Reduce personnel expenditures by 100% from fiscal year 2013 level.
- Non-Personnel. Reduce non-personnel expenditures by 100% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 62.9% from fiscal year 2013 level. Assumptions: (1) 100% of fall 2013 junior and senior student athletes graduate in May 2014; (2) 50% of fall 2013 freshman student athletes utilize NCAA eligibility at a different institution; and (3) 25% of fall 2013 sophomore student athletes utilize NCAA eligibility at a different institution.

Fiscal Year 2017

- Non-Personnel. Reduce non-personnel expenditures by 100% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 81.4% from fiscal year 2013 level. Assumptions: (1) 100% of fall 2013 sophomore, junior and senior student athletes graduate in May 2014; and (2) 50% of fall 2013 freshman student athletes utilize NCAA eligibility at a different institution.

Fiscal Years 2018 – 2020

- Personnel. Reduce personnel expenditures by 100% from fiscal year 2013 level.
- Non-Personnel. Reduce non-personnel expenditures by 100% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 100% from fiscal year 2013 level.

Fiscal year 2019

- Personnel. Reduce personnel expenditures by 100% from fiscal year 2013 level.
- Non-Personnel. Reduce non-personnel expenditures by 100% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 100% from fiscal year 2013 level.

Fiscal year 2020

- Personnel. Reduce personnel expenditures by 100% from fiscal year 2013 level.
- Non-Personnel. Reduce non-personnel expenditures by 100% from fiscal year 2013 level.
- Institutional Aid. Reduce institutional aid expenditures by 100% from fiscal year 2013 level.

Figure 17. Cost Savings from Athletics Phase Out (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline (FY2014)	3.97	3.97	3.97	3.97	3.97	3.97	3.97	23.84
Salary	1.68	0.84	0	0	0	0	0	0.84
Benefits	0.39	0.20	0	0	0	0	0	0.20
Non-Personnel	0.51	0.25	0	0	0	0	0	0.25
Institutional Aid	1.4	0.77	0.52	0.26	0	0	0	1.55
Revised Expend.	3.97	2.06	0.52	0.26	0	0	0	2.84
Adjust. to Baseline	0	-1.91	-3.45	-3.71	-3.97	-3.97	-3.97	-21.00

The adjustment to the fiscal year 2012 baseline due to the discontinuation of intercollegiate athletics is shown in Figure 16. For a further discussion, please see page 29 of the Institutional Effectiveness Plan.

d. Academic Restructuring

The University's academic offerings will be substantially modified under the Vision 2020 Plan by reducing the number of baccalaureate and graduate major courses of study offered, rebalancing the distribution of faculty by rank and making provisions to add new faculty positions after fiscal year 2016. The result will be a decrease in overall academic affairs expenditures with maintenance of current funding levels for all retained academic programs. Costs incurred for teaching-out students currently enrolled in the major courses of study will be absorbed within the current budget. In addition, as discussed on pages 13 – 29 of the Institutional Effectiveness Plan, there will be several strategic investments made in the academic programs, including additional funding for faculty development, the implementation of new programs in high demand areas, a ramp-up of the University's online learning opportunities and the creation of a robust institutional aid program. The timeline and assumptions for the elimination of major programs and the rebalancing of the faculty by rank are as follows:

Fiscal Year 2014

- All Expenditure Categories. Present resolutions to the Board of Trustees for elimination of selected major courses of study. If approved, engage in all necessary actions per the University's collective bargaining agreement with the faculty union and any applicable law or regulation.

Fiscal Year 2015

- Personnel. Proceed with all necessary notification procedures for all faculty and non-faculty personnel affected by elimination of major courses of study. Establish faculty rebalancing program. Assumptions: (1) Board of Trustees approves elimination of all 21 major courses of study identified in the Vision 2020 Plan; (2) University meets all requirements of the collective bargaining agreement and any applicable law or regulation; (3) for purposes of the faculty rebalancing program, all anticipated personnel reductions from elimination of courses of study have occurred and total number of faculty positions has been reduced.
- Non-Personnel. Reduce all nonpersonnel expenditures for all functions associated with each eliminated major course of study by 100% from fiscal year 2012 level.

Fiscal Year 2016.

- Personnel. Reduce personnel expenditures for all positions associated with each eliminated major course of study by 100% from fiscal year 2012 level. Rebalance up to 10% of all continuing full-time faculty positions. Assumptions: (1) Board of Trustees approves elimination of all 21 major courses of study identified in the Vision 2020 Plan; (2) University meets all requirements of the collective bargaining agreement and any applicable law or regulation; (3) for purposes of the faculty rebalancing program, all anticipated personnel reductions from elimination of courses of study have occurred and total number of faculty positions has been reduced; (4) to measure cost savings, the median fiscal year 2013 rate of compensation per position, including benefits, does not change; (5) the fiscal year 2013 faculty distribution by rank is maintained; (6) the fiscal year 2013 median faculty compensation by rank is maintained.
- Non-Personnel. Reduce all nonpersonnel expenditures for all functions associated with each eliminated major course of study by 100% from fiscal year 2013 level. Assumptions: (1) Board of Trustees approves elimination of all 21 major courses of study identified in the Vision 2020 Plan; (2) University meets all requirements of the collective bargaining agreement and any applicable law or regulation; (3) the actual fiscal year 2013 non-personnel expenditure for each affected major course of study is maintained.

Fiscal Years 2017-2020

- Personnel. Reduce personnel expenditures for all positions associated with each eliminated major course of study by 100% from fiscal year 2013 level. Rebalance up 10% of all continuing full-time faculty positions each fiscal year. Add up to four new faculty positions per year. Assumptions: (1) Board of Trustees approves elimination of all 21 major courses of study identified in the Vision 2020 Plan; (2) University meets all requirements of the collective bargaining agreement and any applicable law or regulation; (3) to measure cost savings, the median fiscal year 2013 rate of compensation per position, including benefits, does not change; (4) the fiscal year 2013 faculty distribution by rank is maintained; (5) the fiscal year 2013 median faculty compensation by rank is maintained.

- Non-Personnel. Reduce all nonpersonnel expenditures for all functions associated with each eliminated major course of study by 100% from fiscal year 2013 level. Assumptions: (1) Board of Trustees approves elimination of all 21 major courses of study identified in the Vision 2020 Plan; (2) University meets all requirements of the collective bargaining agreement and any applicable law or regulation; (3) the actual fiscal year 2013 non-personnel expenditure for each affected major course of study is maintained.

See Figure 18 for projected cost savings from the academic realignment actions.³³

Figure 18. Academic Restructuring (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline Expend.	22.64	22.64	22.64	22.64	22.64	22.64	22.64	135.83
Revised. Expend.	22.64	22.64	19.24	18.93	18.53	18.06	17.51	114.91
Adjust. to Baseline	0	0	-3.4	-3.71	-4.1	-4.58	-5.13	-20.92

e. Expected Labor Cost Increases

The Vision 2020 Plan incorporates several existing expenditure increases either scheduled or expected during the fiscal year 2014 – 2020 period. First, the Plan includes an annual cost of living adjustment for employees represented by the American Federation of State, County and Municipal Employees (AFSCME). The

³³ Please note the fiscal year 2013 baseline utilized for the faculty rebalancing action assumes the personnel cost reductions realized from the reduction of majors action has already occurred; actual baseline personnel costs for full-time continuing faculty is \$21.38 million (\$4.01 million + \$17.37 million).

agreement establishing this cost of living adjustment was entered into by the government of the District of Columbia and the AFSCME local representing all District of Columbia AFSCME employees at dependent and independent agencies. As there is no additional revenue expected from the District of Columbia to cover the cost of the cost of living adjustment in fiscal year 2014, the University will pay for the adjustment out of existing funding streams. Second, the Plan includes an annual cost of living adjustment for all employees not part of a collective bargaining unit for fiscal year 2014. In 2013, the Board of Trustees approved a one-time cost of living adjustment for these non-union employees equal to the cost of living adjustment for AFSCME employees. As such, the Vision 2020 Plan does not include any additional cost of living adjustment for non-union employees beyond fiscal year 2014, which may raise equity concerns and lead to wage demands by non-union employees. Third, the Vision 2020 Plan includes a set-aside for funding additional costs of an expected agreement with the University’s faculty collective bargaining representative, the National Education Association. The details of all expected labor cost increases are included in Figure 19.

Figure 19. Projected Labor Cost Increases (in millions)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
AFSCME COLA	0	0.55	0.84	1.14	1.14	1.14	1.14	5.95
Non-Union COLA	0	1.02	1.02	1.02	1.02	1.02	1.02	6.12
NEA Set-aside	0	0.42	0.42	0.42	0.42	0.42	0.42	2.49
Adjust. to Baseline	0	1.99	2.28	2.58	2.58	2.58	2.58	14.57

f. Investment Areas

The Vision 2020 Plan identifies a number of strategic investments that are necessary to increase enrollment and retention, improve services, and ultimately bring down the per student cost of University operations while raising the graduation rate. The financial impact of each reinvestment activity is as follows.

1. President’s Award for Scholarship and Service

As discussed on page 31 of the Institutional Effectiveness Plan, the University will create a well-resourced institutional scholarship program to attract the District’s best and brightest students under the Vision 2020 plan. With annual cohorts of 25 incoming students, a 95% retention rate and all major costs of attendance covered through scholarship funding, the Vision 2020 plan’s scholarship program will require up to \$1,984,861 in new expenditures per year during the fiscal year 2014 – 2020. A detailed breakdown of costs is contained in Figure 20.

Figure 20. PASS Program, Associated Costs (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Total Awardees	0	0	25	49	71	93	93	331
Tuition and Fees	0	0	0.22	0.46	0.71	0.94	0.96	3.29
Technology Voucher	0	0	0.01	0.01	0.01	0.01	0.01	0.06
Book Vouchers	0	0	0.03	0.05	0.07	0.09	0.09	0.33
Housing Fee Waiver	0	0	0.21	0.48	0.74	0.92	0.92	3.25
Add'l. Expend.	0	0	0.47	1.00	1.53	1.96	1.98	6.94

2. Enhanced Enrollment Management

The University will significantly increase its enrollment management efforts under the Vision 2020 plan, as discussed in Appendix B. These efforts will be supported by a proposed Vice Provost of Enrollment Management, a Communications Director to manage the University's communications, marketing and outreach efforts and an Administrative Assistant to support the overall enrollment management effort. Critically, the Vision 2020 plan would create a new institutional aid fund to be used by the Vice Provost of Enrollment Management for strategic recruitment and retention efforts. Overall, the enhanced enrollment management function requires up to \$887,202 in new expenditures per year during the fiscal year 2014 – 2020 period, with a cumulative cost of \$5,458,843. These totals include a \$500,000 institutional aid fund made available each year beginning in fiscal year 2016. New expenditures associated with enhanced enrollment management are shown in Figure 21.

Figure 21. Enhanced Enrollment Management, Associated Costs (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.37	0.37	0.37	0.38	0.38	1.87
Nonpersonnel	0	0	0.51	0.51	0.51	0.51	0.51	2.55
Add'l. Expend.	0	0	0.88	0.88	0.88	0.89	0.89	4.42

3. Online Learning

In order to quickly expand the University’s online learning capacity, the Vision 2020 plan includes the creation of a Dean-level position to oversee campus-wide online learning efforts, including the creation of online-only degree granting programs, as discussed on page 9 of the Institutional Effectiveness Plan. In addition to the new Dean-level position, several support staff positions would be created to ensure the University is capable of providing an excellent experience for students who chose to study in-part or entirely online. The expansion of online learning requires up to \$806,671 in new expenditures to support personnel and non-personnel costs as detailed in Figure 22.

Figure 22. Online Learning Expansion, Associated Costs (in millions)

	Base Year	AY14 -15	AY15 -16	AY16 -17	AY17 -18	AY18 -19	AY19 -20	Total
Personnel	0	0	0.61	0.61	0.61	0.61	0.61	3.03
Nonpersonnel	0	0	0.20	0.20	0.20	0.20	0.20	1.00
Add'l. Expend.	0	0	0.81	0.81	0.81	0.81	0.81	4.03

4. Experiential Learning

The University will make a major investment in experiential education under the Vision 2020 Plan, as discussed on page 11 of the Institutional Effectiveness Plan. A new Director of Experiential Learning position will be created to manage efforts across the various Schools and Colleges. The Director will work closely with the Department of Student Affairs’ Career and Professional Development Center to ensure students are exposed to the appropriate type of experiences that will support their academic and career goals. A support staff to assist the Director is also included in the Vision 2020 Plan. Associated expenditures are shown in Figure 23.

Figure 23. Experiential Learning Program, Associated Costs (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.32	0.32	0.32	0.32	0.32	1.59
Nonpersonnel	0	0	0.03	0.03	0.03	0.03	0.03	0.15
Add'l. Expend.	0	0	0.35	0.35	0.35	0.35	0.35	1.74

5. Student Wellness Program

The Vision 2020 Plan will create a new University-wide Health and Wellness Initiative as discussed on page 41 of the Institutional Effectiveness Plan. To support this effort, an Executive Director position and several support staff positions will be created within the Department of Student Affairs to consolidate the Department's existing health and wellness operations. While the bulk of the resources supporting the Health and Wellness Initiative are already funded under the baseline budget, the new positions, as well as necessary operating nonpersonnel funding, will require new expenditures of up to \$432,800 per year during the Vision 2020 Plan period, or \$2,456,000 cumulatively over fiscal years 2014 – 2020, as shown in Figure 24.

Figure 24. Health and Wellness, Associated Costs (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.33	0.33	0.33	0.33	0.33	1.66
Nonpersonnel	0	0	0.10	0.10	0.10	0.10	0.10	0.50
Add'l. Expend.	0	0	0.43	0.43	0.43	0.43	0.43	2.16

6. Career and Professional Development

The Vision 2020 Plan recognizes the importance of preparing students for successful careers post-graduation. As discussed on page 44 of the Institutional Effectiveness Plan, the University will meet this important need by significantly expanding and elevating its Career and Professional Development Center. A senior level Executive Director position will lead the expanded effort, managing the University's relationship with private and public sector employers and ensuring the University's academic infrastructure is well-tuned to the needs of the regional labor market. A robust team of counselors and employer managers will assist students and alumni with locating and pursuing opportunities. Annually, the cost of the enhanced

Career and Professional Development Center will require up to \$722,000 in new expenditures to support personnel and nonpersonnel costs, as shown in Figure 25.

Figure 25. Career and Professional Development, Associated Costs (in millions)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.67	0.67	0.67	0.67	0.67	3.36
Nonpersonnel	0	0	0.05	0.05	0.05	0.05	0.05	0.25
Add'l. Expend.	0	0	0.72	0.72	0.72	0.72	0.72	3.61

7. Faculty Development

The University will redouble its faculty development efforts under the Vision 2020 Plan, creating a sizable annual faculty development fund to support conference attendance, trainings and curriculum development. The size of the fund will be determined on a faculty *per capita* basis, ensuring level funding is available for each faculty member year-over-year. Given the size of the faculty in the base year, the faculty development fund will require up to \$517,500 in new expenditures. However, as shown in Figure 26, the total amount required will decrease as the overall size of the University’s faculty decreases.

Figure 26. Faculty Development Fund (in millions)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Nonpersonnel	0	0	0.52	0.51	0.50	0.49	0.48	2.49
Add'l Expend.	0	0	0.52	0.51	0.50	0.49	0.48	2.49

8. Continuing Education

Under the Vision 2020 Plan, the University will expand its Continuing Education program beyond the Community College, turning the function into a substantial revenue generating operation, as discussed on page 47 of the Institutional Effectiveness Plan. To support current resources allocated to Continuing Education under the baseline budget, the Vision 2020 Plan creates a new Marketing and Outreach Coordinator position to help build the University’s Continuing Education brand. In addition, new nonpersonnel funds would be made available to support marketing and advertising costs. In total, the expanding Continuing Education

effort will require additional expenditures of up to \$250,200 per year during the fiscal year 2014 – 2020 period, or \$1,501,200 cumulatively, as shown in Figure 27.

Figure 27. Continuing Education Expansion (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.12	0.12	0.12	0.12	0.12	0.58
Nonpersonnel	0	0	0.14	0.14	0.14	0.14	0.14	0.68
Add'l. Expend.	0	0	0.26	0.26	0.26	0.26	0.26	1.25

9. System Wide Administrative Refresh

The Vision 2020 Plan provides for an intensive examination of all University business processes with the goal of creating a more efficient, effective and transparent operating environment. Under the Plan, the University would engage a third-party to analyze all University business processes and make substantive recommendations for reorganization and reengineering. The costs associated with this initiative is limited to fiscal year 2014, requiring \$200,000. As the expenditure falls outside of the fiscal year 2015 – 2020 period, it is not included in the Vision 2020 financial model.

10. Advancement and Alumni Development

To grow the University’s fundraising efforts and enhance its relationship with the alumni community as discussed page 51 of the Institutional Effectiveness Plan, the Vision 2020 Plan makes investments in its existing alumni relations and advancement functions. The Plan provides for a Major Gifts Officer to focus exclusively on giving at the institutional level, a senior-level alumni relations Director and an advancement Coordinator to provide support to the University’s advancement and alumni relations effort. The investment requires up to \$337,200 per year during the Vision 2020 Plan period, or \$1,991,200 cumulatively over the fiscal years 2015 – 2020.

Figure 28. Alumni Relations and Advancement (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Personnel	0	0	0.31	0.31	0.31	0.31	0.31	1.54
Nonpersonnel	0	0	0.03	0.03	0.03	0.03	0.03	0.15
Add'l. Expend.	0	0	0.34	0.34	0.34	0.34	0.34	1.69

g. Student Center Operations

As discussed in this financial plan, the Vision 2020 Plan incorporates both revenue and expenditures associated with the new Student Center beginning in fiscal year 2016. The costs of the new Student Center will require additional expenditures of up to \$2,512,000 per year, or \$12,920,000 cumulatively over the fiscal year 2014 – 2020 period, as shown in Figure 29.

Figure 29. Student Center Operational Gross Cost (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Student Center Operations	0	1.08	2.23	2.3	2.37	2.44	2.51	12.92
Add'l. Expend.	0	1.08	2.23	2.3	2.37	2.44	2.51	12.92

h. Housing

Also as discussed in this financial plan, the University will undertake the development of on-campus student housing. The Plan incorporates the costs and revenues associated with implementing an on-campus housing program as detailed in Figure 30.

Figure 30. Projected On-Campus Housing Operational Gross Cost (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Housing Operations	0	0	0	0	0.93	0.93	0.98	2.83
Housing Finance Charge	0	0	0	0	2.09	2.10	2.10	6.29
Add'l. Expend.	0	0	0	0	3.02	3.02	3.08	9.12

i. Cost Containment

In fiscal year 2015, the University will achieve an \$800,000 reduction in expenditures from the fiscal year 2012 level through various cost containment measures.

j. Summary of Vision 2020 Expenditure Adjustments and Additions

Taken together, the result of the Vision 2020 adjustments to the fiscal year 2012 baseline, structural changes to the University's operations and the funding of strategic initiatives, the University's cost per FTE student will decrease by 8.09% to a projected level of \$29,550 per FTE student. The result of all Vision 2020 expenditure adjustments and additions is shown in Figure 31.

Figure 31. Summary of Vision 2020 Adjustments and Additions (*in millions*)

	Base Year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Baseline	106.52	639.12						
Adjusted Baseline (<i>see Figure 16</i>)	106.52	98.53	97.19	97.48	97.96	99.19	100.46	590.81
PASS Program	0	0	0.47	1	1.53	1.96	1.98	6.94
Enrollment Mgmt.	0	0	0.51	0.51	0.51	0.51	0.51	2.55
Online Learning	0	0	0.2	0.2	0.2	0.2	0.2	1
Wellness Initiative	0	0	0.1	0.1	0.1	0.1	0.1	0.5
Career Development	0	0	0.05	0.05	0.05	0.05	0.05	0.25
Faculty Development	0	0	0.52	0.51	0.5	0.49	0.48	2.49
Continuing Education	0	0	0.14	0.14	0.14	0.14	0.14	0.68
Alumni and Advan.	0	0	0.03	0.03	0.03	0.03	0.03	0.15
Experiential Education	0	0	0.03	0.03	0.03	0.03	0.03	0.15
Housing Operations	0	0	0	0	0.93	0.93	0.98	2.83
Housing Finance Chg.	0	0	0	0	2.09	2.1	2.1	6.29
801 Lease Incremental	0	1.5	1.68	1.76	1.84	1.92	2	10.7
Student Center Operations	0	1.08	2.23	2.3	2.37	2.44	2.51	12.92
Cost Containment	0	-0.8	0	0	0	0	0	-0.8
Total Expenditures	106.52	100.31	103.13	104.1	108.27	110.07	111.57	637.45

IV. Transfers to the University's Long-Term Reserves

Under the Vision 2020 Plan, the University begin rebuilding the University's long-term reserve fund, often referred to as the institution's "fund balance." In recent years, the size of the University's long-term reserves has shrunk significantly as additional costs were incurred through University operations without corresponding increases in revenue. The Vision 2020 Plan will begin making annual contributions to the long-term reserves from annual operating revenues beginning in fiscal year 2016 with annual contributions of totaling \$19,642,095 over the fiscal year 2016 – 2020 period, or \$3,273,683 on an annualized basis from fiscal year 2015 to fiscal year 2020. While an institution of the University's size is expected to maintain long-term reserves of approximately \$40 to \$50 million, the Vision 2020 Plan is a first step towards meeting this goal. See Figure 32 for a detailed schedule of the University's expected contributions to its long-term financial reserves.

Figure 32. Net Result of Vision 2020 Plan (*in millions*)

	FY15 (Fall14)	FY16 (Fall15)	FY17 (Fall16)	FY18 (Fall17)	FY19 (Fall18)	FY20 (Fall19)	Total
Net Surplus (<i>to reserves</i>)	0.06	0.14	5.96	3.27	3.25	3.63	16.31

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